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| Task AAsked to factor a quadratic expression, a student writes the following: Another student does the following to factor a quadratic expression:1. Describe the error(s)
2. Explain how you might help students understand factoring.
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| Task BWhen asked to compare  and  more than half of a class said the two expressions are equal with a couple of the students explaining that the parentheses do not matter. However, most of the students simplified  correctly. 1. Describe the error(s)
2. Explain how you might help students understand exponents on negative and positive bases.
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| Task CGiven the expression  to write an equivalent expression with positive exponents, students’ most common errors were: , , and , usually reasoning that they had to “flip something.” 1. Describe the error(s)
2. Devise an activity that might help students understand negative exponents.
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| Task DStudents were asked to simplify  and one student argued convincingly to her peers that they could *not* rewrite the numerator as  since order of operations requires them to do what is in parentheses first. When the instructor asked if they could simplify , the same student said it would be ok to rewrite the numerator as  since they could not simplify *xy* any more. However, she insisted they still could not rewrite the numerator of the first expression.1. Describe the error(s)
2. Devise an activity that might help students understand.
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