

# TASK 6

\* We acknowledge gratefully Pam Montgomery, the original source of this task.

## Family Ages\*

### Equipment required:

- 5 small pieces of paper per child
- glue or paste
- strip of paper, per child, to paste the individual drawings on in sequence

### TASK DESCRIPTION:

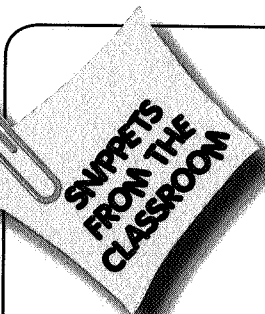
Give each child five small pieces of paper and ask them to make quick sketches of a teenager, a school child, a parent, a baby, and a grandparent, one on each bit of paper.

[For very young children (whose drawings might be quite similar), ask them to draw some distinguishing clothing on each (e.g., a nappy on a baby)].

Then have them write how old they think each person is (in years), and order and paste their drawings from youngest person to oldest person, onto a strip of paper.

### MATHEMATICAL CONTENT:

- Applying place value understanding of one and two digit numbers to a real life context
- Sequencing a collection from smallest to highest numerical value
- Time: Identifying age ranges in years of different generations



*In getting younger children to grasp the task, it was necessary to ask them to think of someone they might know in each of these different categories. While the children were doing the drawings it was necessary to remind them to draw something on each one (e.g., nappy on baby) so we could tell them apart. While the children were working, the teacher roved and probed their thinking as to how they decided on the ages of each. "How did you decide on the age of the parent and grandparent?" Teachers found it was useful to jot down their justification or ask them to record their reasoning.*

*Many of the work samples indicated the children had little difficulty in determining the relative ages for the first three categories, baby to teenager.*

## Scoring Rubric

Year 2 Focus



Goes Beyond



Task accomplished

- Appropriate age in years (or months for a baby) given for each category: baby (0-2), child (3-12), teenager (13-19), parent (20-50), grandparent (45-90) and correct sequence of all drawings.



Substantial progress

- Writes an appropriate age in years for most categories, with an error, either age inappropriate or one drawing incorrectly ordered.



Some progress

- Correctly orders most of the drawings from youngest to oldest but unable to determine appropriate ages for some categories.



Little progress

- Able to order some of the drawings from youngest to oldest.
- Unable to determine appropriate ages for any other than a baby or child, or sequence them from youngest to oldest.

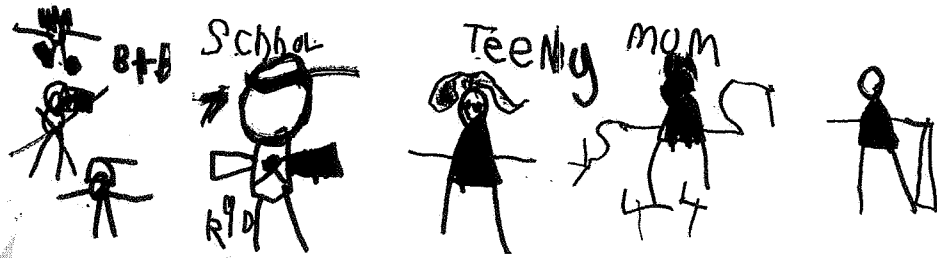
# TASK 6 Family Ages

Samples include Prep and Year 1 work assessed according to Year 2 rubric

1



Little progress

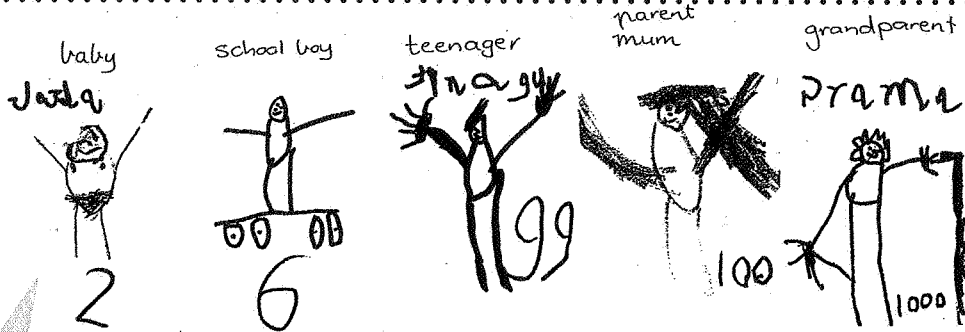


This Year 1 child's drawings clearly labelled but order and ages for the different categories not correct which may indicate little idea of the task.

2



Some progress

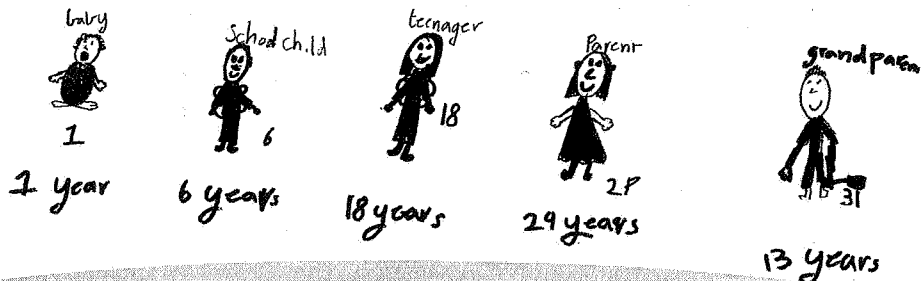


This Prep child's drawings show some distinguishing features and the order is correct but he was unable to determine appropriate ages for some of the categories.

3



Substantial progress

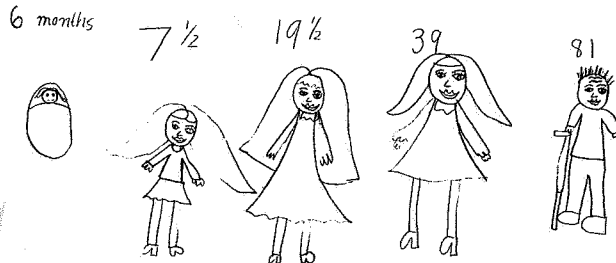


This Year 1 child is well on the way but has difficulty with determining the age of the grandparent (although the grandparent might be thrilled to think he/she was 31!)

4



Task accomplished



Both of these Year 2 children's drawings clearly show correct sequence and ages for each age category (interesting to see the use of fractions for the ages of child and teenager).

