PLANNING SHEET MP LESSONS Grade level: \_\_\_\_\_\_\_\_

Math Practices #1 **Make sense of problems and persevere in solving them.**

\*Student Learning Strategies:

1. Interpret and make meaning of the problem looking for starting points. Analyze what is given to explain to yourself the meaning of the problem.
2. Plan a solution pathway instead of jumping to a solution.
3. Monitor the progress and change the approach if necessary.
4. See relationships between various representations.
5. Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another.
6. Students ask themselves, “Does this make sense?” and understand various approaches to solutions.

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| Task Link: |  |
| Skill needs? (mini-lesson) |  |
| Questions to ask students |  |
| \*Student learning strategies |  |
| Student  activities |  |
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Math Practices #2 **Reason abstractly and quantitatively.**

Student Learning Strategies:

1. Make sense of quantities and their relationships.
2. Represent a situation symbolically and manipulate the symbols and make meaning of the symbols in a problem.
3. Be flexible in the use of operations and their properties.
4. Create a logical representation of the problem.
5. Attend to the meaning of quantities, not just how to compute them.

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| Task Link: |  |
| Skill needs? (mini-lesson) |  |
| Questions to ask students |  |
| \*Student Learning Strategies |  |
| Student  Activities |  |
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Math Practices #3 **Construct viable arguments and critique the reasoning of others.**

Student Learning Strategies

1. Analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments.
2. Justify conclusions with mathematical ideas.
3. Listen to the arguments of others and ask useful questions to determine if an argument makes sense.
4. Ask clarifying questions or suggest ideas to improve/revise the argument.
5. Compare two arguments and determine correct or flawed logic.

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| Task Link: |  |
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| Questions to ask students |  |
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| Student activities |  |
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