

Make sense of problems and persevere in solving them.

Mathematical Practice 1

When given a problem, I can make a plan to solve it and check my answer.



BEFORE...

Think about the problem.

THINK!

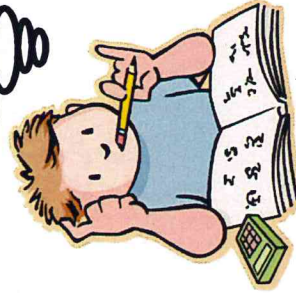
Make a **plan** to solve the problem.



DURING...

Don't give up!

Does this make sense?



AFTER...

CHECK my work.



Is there another way to solve the problem?

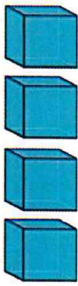
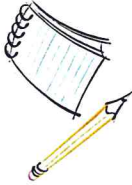

Construct viable arguments and critique the reasoning of others.

Mathematical Practice 3



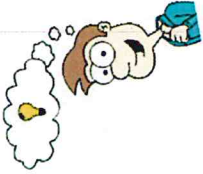


I can explain my thinking and consider the mathematical thinking of others.

I can explain my strategy using...

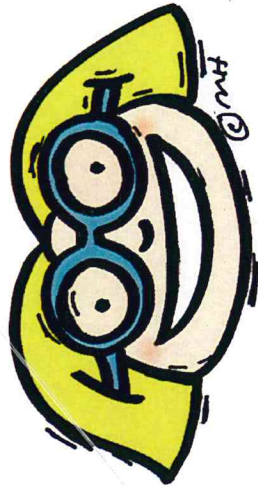
- objects 
- drawings 
- actions 

I can compare my strategy with others by...

- listening 
- asking questions 
- making connections between my own thinking and others 

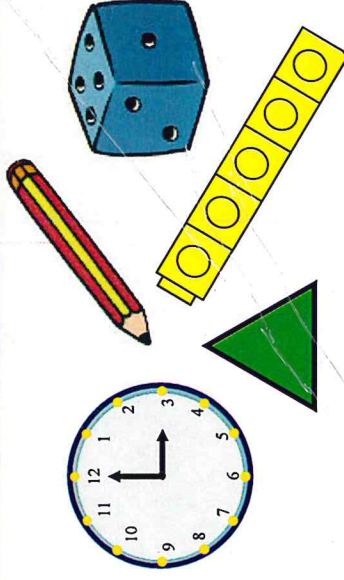
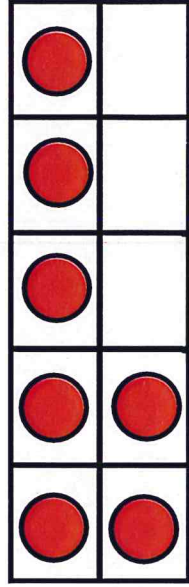
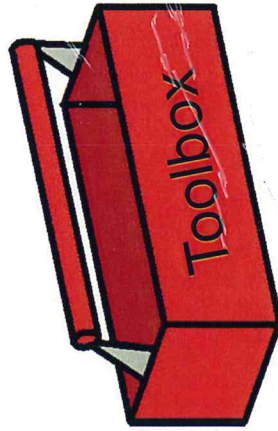
Use appropriate tools strategically.

Mathematical Practice 5



I can use math tools to help me explore and understand math in my world.

I have a math toolbox.



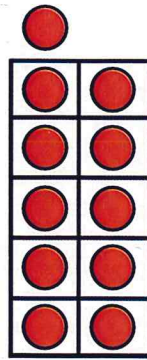
Look for and make use of structure.

Mathematical Practice 7



I can see and understand how numbers and shapes are put together as parts and wholes.

Numbers



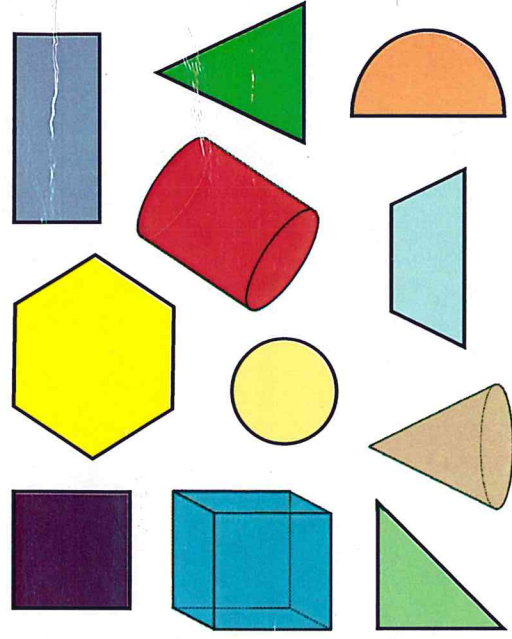
$$= 11$$

$$10 + 1 = 11$$



$$2 + 1 = 1 + 2$$

Shapes



Reason abstractly and quantitatively.

Mathematical Practice 2



I can use numbers and words to help me make sense of problems.

Numbers to Words

$$2 + 3 = 5$$



I have 2 yellow flowers and 3 red flowers.
How many flowers altogether?



Words to Numbers

I have 2 yellow flowers and 3 red flowers.
How many flowers altogether?



$$2 + 3 = 5$$

Attend to precision.

Mathematical practice 6



*I can be careful when I use math
and clear when I share my ideas.*

Careful and clear mathematicians use...

PLUS:

join



2 cats + 3 dogs = 5 pets



label units

EQUAL:

the same as



• math vocabulary

• symbols

• labels

• addition and subtraction strategies

Look for and express regularity in repeated reasoning.

Mathematical Practice 8



I can notice when calculations are repeated.

I see number patterns!

$$11 = 10 + 1$$

$$12 = 10 + 2$$

$$13 = 10 + 3$$

$$14 = 10 + 4$$

$$15 = 10 + 5$$

1 

2 

3 

4 

5 

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

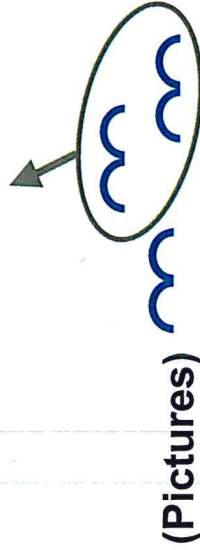
Model with mathematics.

Mathematical Practice 4

I can recognize math in everyday life and use math I know to solve problems.



I can use...



4 birds are in a tree.
2 birds flew away.
How many are left?



(Words)

I have 4.
I take 2 away.
Now I have 2.

(Symbols) $4 - 2 = 2$

...to solve everyday problems.