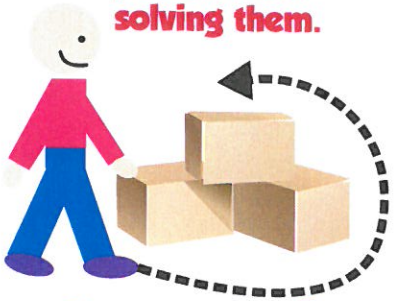
Standards for Student Mathematical Practice

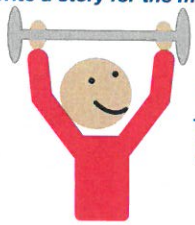
1 Make sense of problems and persevere in solving them.



Keep on going !

2 Reason abstractly and quantitatively.

Write a story for the mathematical equation

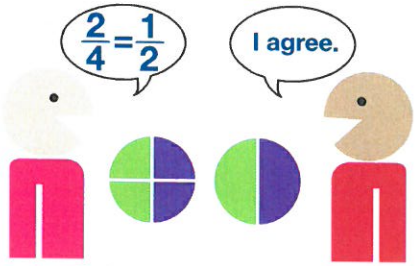


$\frac{1}{2} \times 4$

DeJuan exercises 1/2 hour a day for 4 days. How many total hours does he exercise?

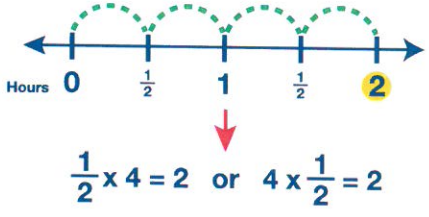
Think what makes sense.

3 Construct viable arguments and critique the reasoning of others.



Talk and explain.

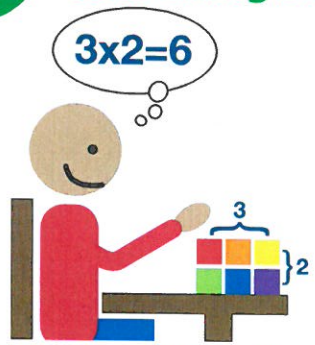
4 Model with mathematics.



$\frac{1}{2} \times 4 = 2$ or $4 \times \frac{1}{2} = 2$

Show your thinking.

5 Use appropriate tools strategically.



Use the right tools.

6 Attend to precision.

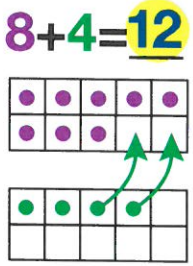
symbol: equals (the same as)

120 minutes = 2 hours

units of measure

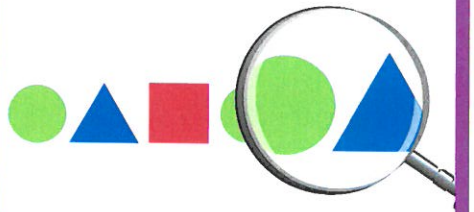
Check your work.

7 Look for and make use of structure.



See the pattern or connection.

8 Look for and express regularity in repeated reasoning.



See the pattern or connection.

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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
Common Core State Standards Initiative for Mathematics

Everyday Thinking Routines	Mathematical Practices
#1 I think about what makes sense and problem-solve throughout my day.	**#1 Make sense of problems and persevere in solving them**
#2 I use numbers and logic to help me be successful throughout my day.	**#2 Reason abstractly and quantitatively**
#3 I share my opinions, listen to the opinions of others, and then converse respectfully.	**#3 Construct viable arguments and critique the reasoning of others**
#4 I make my thinking visible throughout my day.	**#4 Model with mathematics**
#5 I use materials in an effective and appropriate way throughout my day.	**#5 Use appropriate tools strategically**
#6 I strive to be accurate and detailed.	**#6 Attend to precision**
#7 I notice and use patterns throughout my day.	**#7 Look for and make use of structure**
#8 I can transfer skills from one area of my day to another because I notice the same pattern.	**#8 Look for and express regularity in repeated reasoning**