Make sense of problems and persevere in solving them.

I can make a plan to solve a problem and check my answer.

First, I... Figure out what the problem is asking.

How much longer is one string than the other? Say it in my own words.

I should measure the strings Think of a way to get started.

Then, I... Keep working until I have an answer.

Try another way if I get stuck.

Does my answer make sense? Think about the problem again.

Finally, I... Share with a partner. If we didn’t get the same answer, figure out why.

Think of another way to solve the problem.
Reason abstractly and quantitatively.

MP. 2

I can think about math problems using numbers and words.

There are 5 pencils in a box. Two were just sharpened. How many are left to sharpen?

There are 5 pencils in a box. Two were just sharpened. How many are left to sharpen?

I use numbers, pictures, and symbols to show problems given in words.

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Two yellow cubes plus 3 red cubes equals 5 cubes.

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I use words to describe a problem given in numbers.

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\[ 5 = 2 + 3 \]
Construct viable arguments and critique the reasoning of others. MP. 3

I can explain my thinking and listen to others’ ideas.

Four beans plus 1 more bean equals 5 beans.

I explain my strategy with objects, pictures, and numbers.

What did you use to find your answer?

I ask questions about someone else’s strategy.

I compare my strategy to someone else’s.

Benjamin is 60 cubes or 11 craft sticks long.
Model with mathematics.

MP. 4

I can see math in my own life. I can use math to ask and answer questions about the world around me.

I have 37 cents. How much more money do I need to buy this mango?

I have 4. How many more to make 10 in all?

We have 4. How many more to make 10 in all?

I use math to figure out what I want to know.

I use numbers to represent situations and solve problems.
Use appropriate tools strategically.

MP. 5

I can use math tools, pictures, and models to help solve problems.

I select from tools like the number rack, base ten pieces, number grids, and number lines.

I choose the best tool for measuring things.

I make pictures, lists, and charts to keep track of information.
Attend to precision.
MP. 6

I can use math carefully and explain my ideas clearly.

Two plus 3 equals 5.

I use math vocabulary and symbols.

Two plus three is the same as four plus one.

I label my drawings.

I include units when appropriate.

Two plus 3 is the same as 4 plus 1.

I clearly explain my strategies, thinking, and ideas.
Look for and make use of structure.

MP. 7

I can describe the features of an object, shape, or number. I can compare objects, shapes, and numbers.

I group or sort objects and shapes by their features.

I see patterns in math problems.

I see how numbers can be made from other numbers.

I see patterns in number grids that show tens and ones.
Look for and express regularity in repeated reasoning. MP. 8

I can find patterns, and I see when calculations are repeated.

Both shapes are yellow, but one shape has more sides than the other.

I explain how shapes are similar and different.

A hexagon has 6 sides with 6 corners, and a triangle has 3 sides with 3 corners.

I use sides and corners to name shapes.

Either way, if you make 10 first, you have 3 more to go. So these problems have the same total—13.

I use patterns in math to help solve problems.

I see when the work I did on one problem will help me solve other problems.