

Lesson 1-6 • Group 1

Reinforce Understanding

1.6 Small Group • Group 1

With my small group, I can describe my problem-solving process, name strategies for getting unstuck, and identify the behaviors that make our class a community of math thinkers — one step at a time, with support.

Worked model

First I make sense of it: one rack holds 8 bikes, each bike has 2 wheels, so this rack has $8 \times 2 = 16$ wheels.

The other rack has 6 times as many wheels — that is what I don't know yet.

1. I choose a representation: 6 equal groups of 16. Then I make a plan: multiply.
2. $16 \times 6 = 96$, so the other rack has about 96 wheels. I check my progress: 96 is 6 groups of 16, and $16 \times 6 = 96$, so my answer matches my plan.

Practice

Complete each exercise. Show the reasoning that supports your answer.

1. You read a problem and have no idea where to start. According to this lesson, what does that mean?

Circle the letter of the best answer. Show how you know.

- A. You are doing math — getting stuck is part of the process, and there are strategies to try
- B. You are not a math person
- C. The problem is broken and should be skipped
- D. You should wait silently until someone gives you the answer

Show your work

2. Sort each behavior by its effect on our math community.

Write the name of the correct group on each line.

Groups: Builds our community Hurts our community

- _____ Asking a partner to explain their strategy
- _____ Comparing two different approaches to the same problem
- _____ Saying 'I disagree, because...' with a reason
- _____ Making sure every group member gets to talk
- _____ One student doing all the talking
- _____ Calling an answer 'wrong' with no reason
- _____ Keeping your strategy secret so you finish first
- _____ Laughing when someone makes a mistake