

Lesson 1-6 • Group 2

Reinforce Understanding

1.6 Small Group • Group 2

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, explain how I can tell, and judge a case I have not seen before.

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. Use the bicycle rack problem to complete the table.

Complete the table. Show how you found each value.

Question	Thinking	Answer
Wheels on a rack of 8 bikes		
Wheels on the bigger rack (6 times as many)		
Bikes on the bigger rack		

Show your work

2. Match each stuck moment to the strategy that gets you unstuck.

Write the letter of the matching item on each line.

1. _____ My strategy is not making progress
 2. _____ I don't understand the problem
 3. _____ My answer looks unreasonable
 4. _____ My partner got a different answer
- A Try a different entry point
 - B Restate it in your own words
 - C Check it against an estimate
 - D Compare steps and find where they differ