Name _____ Date _____ Period _____

Lesson 1-6

Reinforce Understanding

Math is Ours

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.

Worked model

First I make sense of it: one rack holds 8 bikes, each bike has 2 wheels, so this rack has 8 × 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 × 6 = 96, so the other rack has about 96 wheels. I check my progress: 96 is 6 groups of 16, and 16 × 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

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2. A classmate shares an idea you think is wrong. What does our community do?

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

A. Say 'that's wrong' and move on
B. Stay silent so nobody's feelings are hurt
C. Laugh, because wrong answers are funny
D. Critique the idea respectfully — not the classmate

Show your work

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3. A bicycle rack holds 8 bikes, and each bike has 2 wheels. How many wheels are on the rack?

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

A. 4
B. 10
C. 16
D. 82

Show your work
