Sample Pages from

Teacher Created Materials

Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Let's Talk Math

This sample includes the following:

LEVEL 4

Let's Talk Math

TEACHER'S GUIDE

TCM Teacher Created Materials

Table of Contents

Introduction

How to Use This Resource

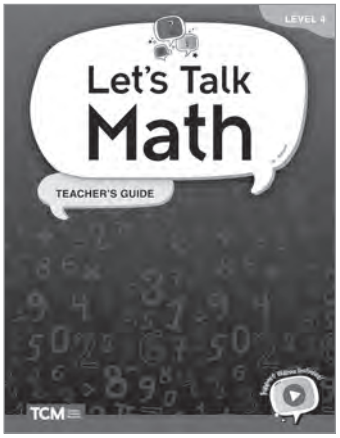
Teacher Notes for the Tasks

Appendixes

How to Use This Resource

Components

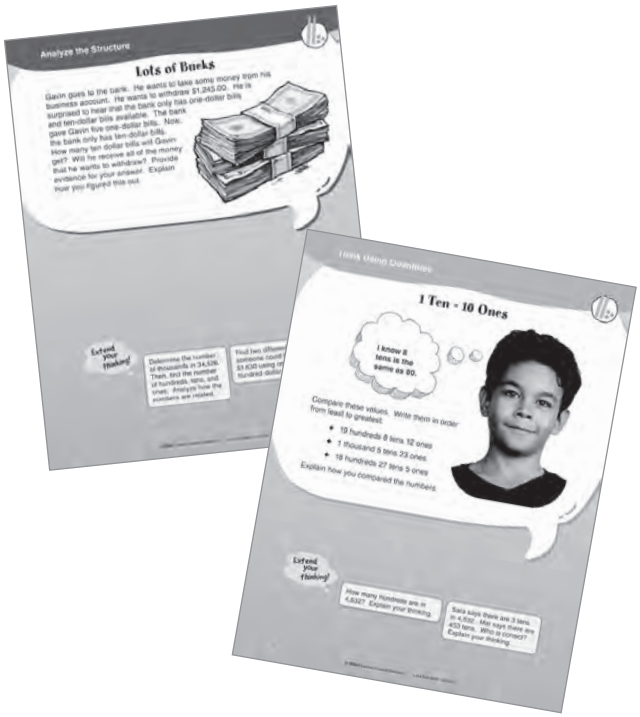
Teacher's Guide



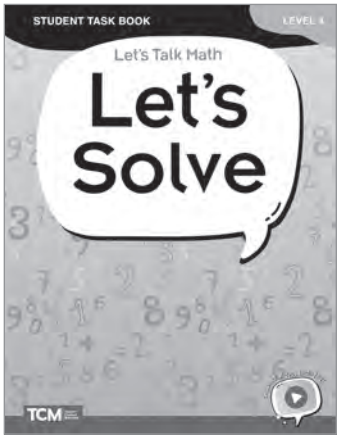
The *Let's Talk Math* Teacher's Guide is an informative, detailed guide that facilitates implementation of this supplemental resource. Every lesson includes a common student misconception for the particular task as well as differentiated support for both scaffolding and extension. Each lesson includes tiered vocabulary lists to provide language support and ensure access to the mathematics.

Task Cards

There are 60 full-color, double-sided cards for small-group lessons and workstations. Each card features one task on each side and two extension opportunities per task. The cards are color-coded based on the mathematical practices/processes and include icons to indicate the mathematical domains.



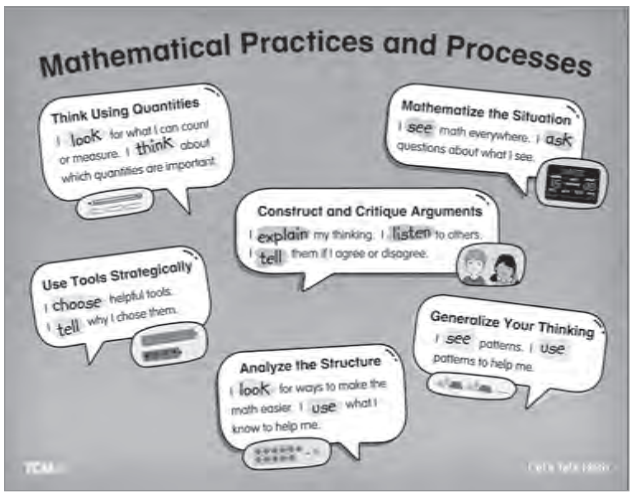
Let's Solve: Student Task Book

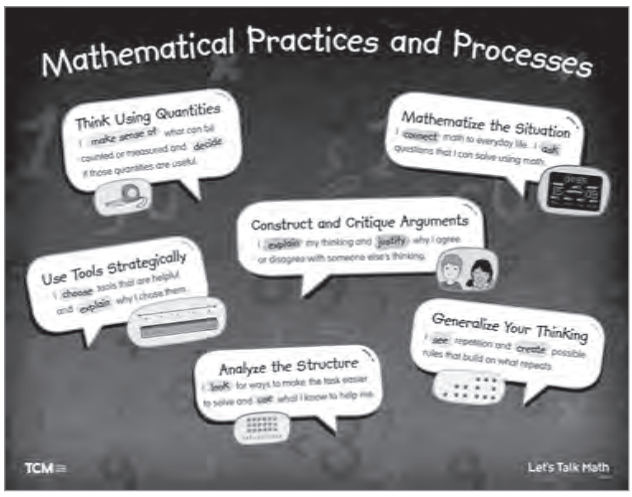


The 120 student tasks are provided in an easy-to-use book with perforated pages for easy distribution to students or for use as students' personal math journals. Each student page includes an opportunity for students to reflect and write.

Poster

A two-sided, full-color poster lists the Standards for Mathematical Practices/Processes in student-friendly language. One side is for grades K–1, and the other side is for grades 2–5.





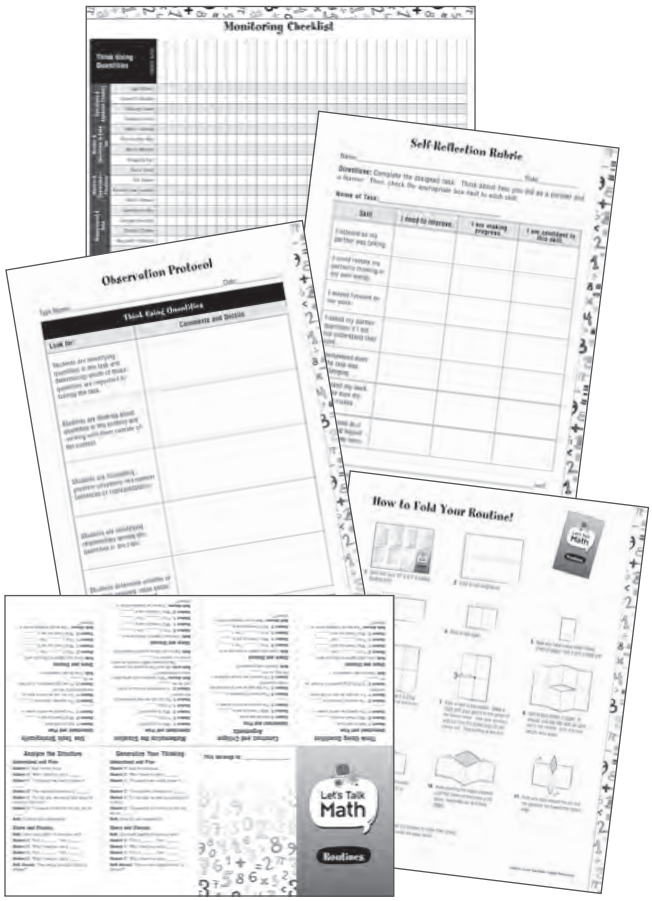
How to Use This Resource *(cont.)*

Components *(cont.)*

Digital Resources

Let's Talk Math features a wealth of digital resources. These digital resources offer greater flexibility and accessibility than the print resources alone.

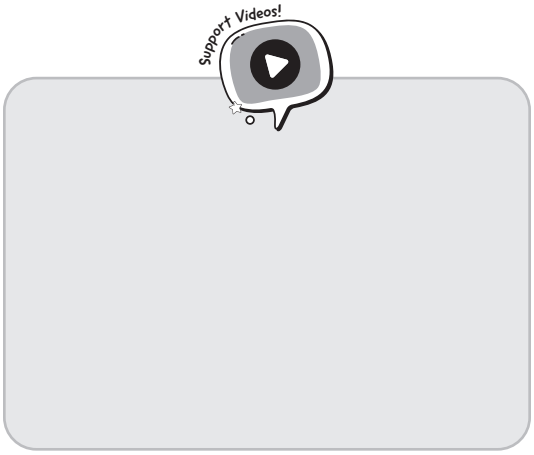
- Digital versions of **Task Cards, Student Task Book** pages, and the **poster** can be used on interactive whiteboards, for virtual sessions, in LMS platforms, and more!
- Assessment tools such as **Observation Protocols**, **Monitoring Checklists**, and **Student Reflection** and **Feedback** templates help teachers and students track progress.
- **Classroom exemplars** bring *Let's Talk Math* to life and inform instruction and assessment.
- **Anchor charts** can be displayed as reminders of the routines for the mathematical practices/processes.
- **Tier 3 vocabulary word cards** can be printed and used to prepare students for math tasks.



Support Videos

Don't miss the *Let's Talk Math* support videos for teachers and students.

- The **teacher videos** feature authors Kit Norris and Dr. Hilary Kreisberg discussing the routines, and include examples from classrooms and tips for implementation.
- Animated **student videos** explain the mathematical processes/practices and make concepts accessible with engaging examples.
  - Think Using Quantities
  - Construct and Critique Arguments
  - Mathematize the Situation
  - Use Tools Strategically
  - Analyze the Structure
  - Generalize Your Thinking



How to Use This Resource *(cont.)*

Tasks

This kit contains 120 tasks. There are 20 tasks for each of the six identified mathematical practices/processes (see Figure 5). The 20 tasks for each practice/process include four tasks per content domain (see Figure 6). The tasks are provided in three formats to give teachers flexibility in deciding how to use them with students.

- Full-color student reproducibles in the *Let's Solve: Student Task Book.* Each student activity sheet has the task and extension activities on one side and the Reflect and Write routine on the other. These student-facing pages can be used in small groups for students to record their thinking and reflections. Students can alternatively complete the pages during workstation work with partners and submit them for evaluation and review by the teacher. (The *Let's Solve: Student Task Book* can be purchased as student consumables. Contact Teacher Created Materials at 800-858-7339 for more information or to order.)
- Full-color cards (one set per kit) for use in small-group lessons or by students in math workstations. The tasks are organized by color to help with both management and student connections (see Figure 5).
- Full-color PDFs in the Digital Resources (see page 168 for more information) for whole-class projection to share with students for work in class or at home.

Practice/Process	Color
Think Using Quantities	blue
Construct and Critique Arguments	orange
Mathematize the Situation	red
Use Tools Strategically	green
Analyze the Structure	purple
Generalize Your Thinking	yellow

Figure 5—Task Card Colors

The student tasks (and teacher notes) also include visual icons to identify the mathematical domains of the tasks. These icons are included in all three versions of the cards as well as on the teacher notes pages for ease of teacher and student use and management. See Figure 6 for the icons used throughout the resource.

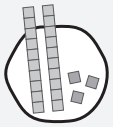
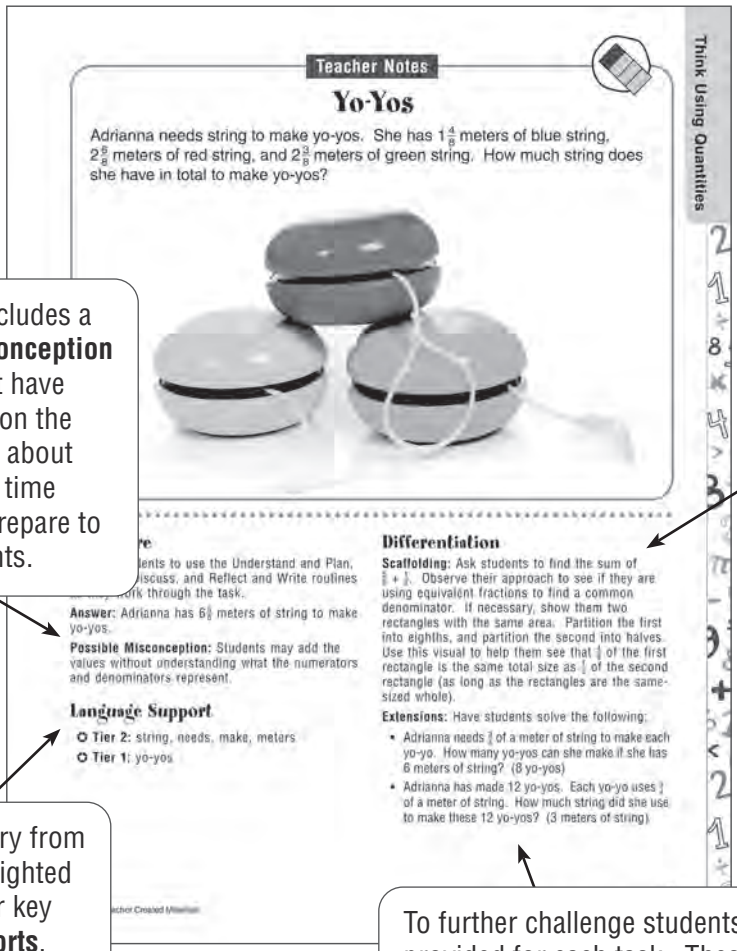
Mathematical Domain	Icon
Operations and Algebraic Thinking	
Number and Operations in Base Ten	
Number and Operations—Fractions	
Measurement and Data	
Geometry	

Figure 6—Domain Icons

Teacher Notes Table of Contents



Teacher Notes

Yo-Yos

Adrianna needs string to make yo-yos. She has $1\frac{4}{8}$ meters of blue string, $2\frac{5}{8}$ meters of red string, and $2\frac{3}{8}$ meters of green string. How much string does she have in total to make yo-yos?

Think Using Quantities

...ents to use the Understand and Plan, ...iscuss, and Reflect and Write routines ...ork through the task.

Answer: Adrianna has $6\frac{4}{8}$ meters of string to make yo-yos.

Possible Misconception: Students may add the values without understanding what the numerators and denominators represent.

Language Support

- **Tier 2:** string, needs, make, meters
- **Tier 1:** yo-yos

Differentiation

Scaffolding: Ask students to find the sum of $\frac{3}{8} + \frac{1}{2}$. Observe their approach to see if they are using equivalent fractions to find a common denominator. If necessary, show them two rectangles with the same area. Partition the first into eighths, and partition the second into halves. Use this visual to help them see that $\frac{4}{8}$ of the first rectangle is the same total size as $\frac{1}{2}$ of the second rectangle (as long as the rectangles are the same-sized whole).

Extensions: Have students solve the following:

- Adrianna needs $\frac{3}{4}$ of a meter of string to make each yo-yo. How many yo-yos can she make if she has 6 meters of string? (8 yo-yos)
- Adrianna has made 12 yo-yos. Each yo-yo uses $\frac{1}{4}$ of a meter of string. How much string did she use to make these 12 yo-yos? (3 meters of string)

Each lesson includes a **possible misconception** students might have when working on the task. Knowing about these ahead of time will help you prepare to support students.

Scaffolding suggestions are provided to use with students who have demonstrated a need for additional support as they work on the task.

Tiered vocabulary from the task is highlighted along with other key **language supports**.

To further challenge students, two **extensions** are provided for each task. These provide opportunities for students to apply their critical thinking to related scenarios. When computable answers are possible, they are provided in parentheses.

Teacher Notes

Rows and Columns

	Column					
Row	A	B	C	D	E	F
1	1	2	3	4	5	6
2	7	8	9	10	11	12
3	13	14	15	16	17	
4		20				24

Daria makes a table showing a pattern she notices. Her pattern continues beyond row 4. What value will appear in row 8, column D? Explain how you know.

Procedure

Remind students to use the Understand and Plan, Share and Discuss, and Reflect and Write routines as they work through the task.

Answer: The number 46 will be in row 8, column D.

Possible Misconception: Students may only notice the plus 1 relationship from one column to the next and not use other relationships, such as plus 6 from row to row or plus 7 from diagonal to diagonal starting at A1 and going down to the right, to find the answer in a more efficient way.

Language Support

✪ **Tier 2:** pattern, row, column, continues, value, explain

Differentiation

Scaffolding: Provide students with a simpler chart, and have them find the value of row 4, column B:

	Column		
Row	A	B	C
1	1	2	3
2	4	5	6
3	7	8	9
4	10		12

Ask students to share what they notice about the numerical relationships in this chart.

Extensions: Have students solve the following:

- Find the numbers that would be in all columns of row 80. (475, 476, 477, 478, 479, 480) Then, write the pattern in a number sentence.
- Look at the chart. Explain why the numbers in column F are all multiples of 6. Then, explain why each value in column A increases by 6 more than the value above it.

Rows and Columns

	Column					
Row	**A**	**B**	**C**	**D**	**E**	**F**
1	1	2	3	4	5	6
2	7	8	9	10	11	12
3	13	14	15	16	17	
4		20				24

Daria makes a table showing a pattern she notices. Her pattern continues beyond row 4. What value will appear in row 8, column D? Explain how you know.

Extend your thinking!

Find the numbers that would be in all columns of row 80. Then, write the pattern in a number sentence.

Look at the chart. Explain why the numbers in column F are all multiples of 6. Then, explain why each value in column A increases by 6 more than the value above it.

Name: _____ Partner: _____

Rows and Columns

	Column					
Row	**A**	**B**	**C**	**D**	**E**	**F**
1	1	2	3	4	5	6
2	7	8	9	10	11	12
3	13	14	15	16	17	
4		20				24

Daria makes a table showing a pattern she notices. Her pattern continues beyond row 4. What value will appear in row 8, column D? Explain how you know.

Extend your thinking!

Find the numbers that would be in all columns of row 80. Then, write the pattern in a number sentence.

Look at the chart. Explain why the numbers in column F are all multiples of 6. Then, explain why each value in column A increases by 6 more than the value above it.

Name: _____ Date: _____

Think Using Quantities

Reflect and Write

Student 1: "Which quantities were important in this task?"

Student 2: Respond.

Student 2: "What did we notice about the important quantities?"

Student 1: Respond.

Both reflect: "How did we use quantities to help us solve the task?"

Both write: We used the quantities to help us solve by _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Teacher Notes

Depends!

Charlene and Carrie look at the figure. They both see the figure differently. They can't agree. Charlene says that $1\frac{1}{2}$ of the image is shaded. Carrie says that $\frac{3}{4}$ of the image is shaded.

One partner should construct an argument to support Charlene. The other partner should construct an argument to support Carrie. Then, share your arguments with each other.

Procedure

Remind students to use the Understand and Plan, Share and Discuss, and Reflect and Write routines as they work through the task.

Answer: Both students can be considered correct. Carrie considers the whole to be the entire rectangle. She thinks the shaded region is $\frac{3}{4}$. Charlene thinks that the first two fourths represent the whole, so $1\frac{1}{2}$ represents the shaded region.

Possible Misconception: Students must be certain as to the representation of the whole before any partial areas or fractions can be identified.

Language Support

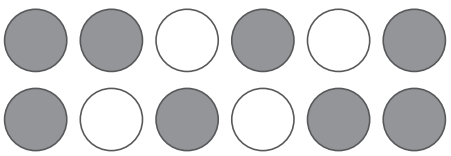
✪ **Tier 2:** shaded, figure, image

Differentiation

Scaffolding: Show students a square that has been partitioned into 4 parts horizontally. Tell them that the square is the whole. Ask students what the other sections represent. Next, tell them that this time, two of the sections represent the whole. Ask them what each of the other two sections represents in terms of this new whole.

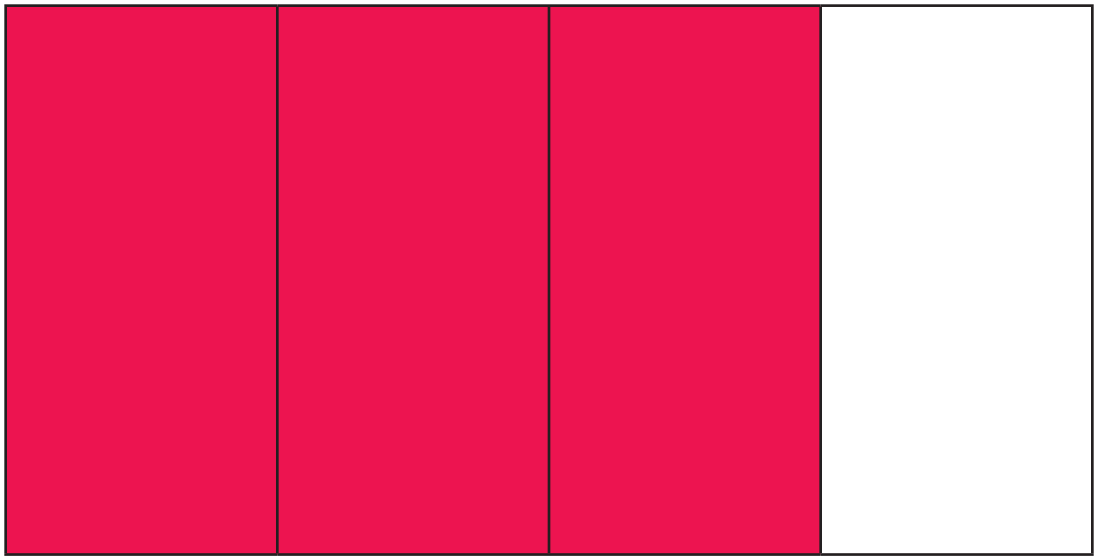
Extensions: Have students solve the following:

- How does this figure show $\frac{2}{3}$ is shaded? Write an argument to support your thinking.



- Explain why it is so important to understand the value of the whole when working with fractions.

Depends!

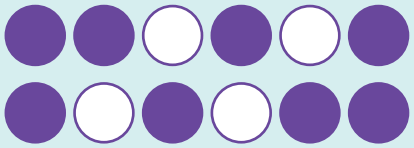


Charlene and Carrie look at the figure. They both see the figure differently. They can't agree. Charlene says that $1\frac{1}{2}$ of the image is shaded. Carrie says that $\frac{3}{4}$ of the image is shaded.

One partner should construct an argument to support Charlene. The other partner should construct an argument to support Carrie. Then, share your arguments with each other.

Extend your thinking!

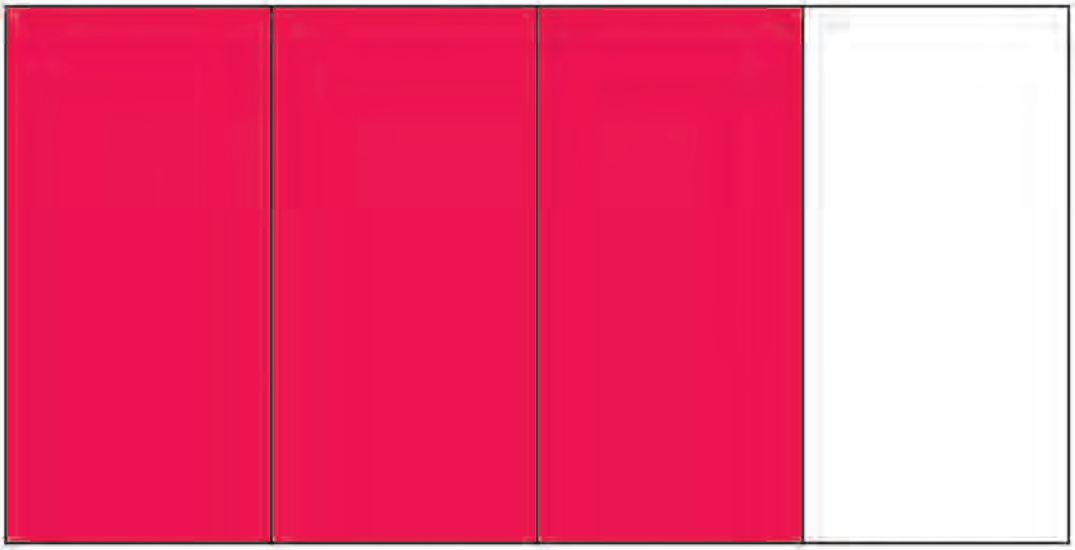
How does this figure show $\frac{2}{3}$ is shaded? Write an argument to support your thinking.



Explain why it is so important to understand the value of the whole when working with fractions.

Name: _____ Partner: _____

Depends!



Charlene and Carrie look at the figure. They both see the figure differently. They can't agree. Charlene says that $1\frac{1}{2}$ of the image is shaded. Carrie says that $\frac{3}{4}$ of the image is shaded.

One partner should construct an argument to support Charlene. The other partner should construct an argument to support Carrie. Then, share your arguments with each other.

Extend your thinking!

How does this figure show $\frac{2}{3}$ is shaded? Write an argument to support your thinking.

Explain why it is so important to understand the value of the whole when working with fractions.

Name: _____ Date:_____

Construct and Critique Arguments

Reflect and Write

Student 1: "How did we prove that our answers are correct?"

Student 2: Respond.

Student 2: "Do we agree or disagree with each other's problem-solving process?"

Student 1: Respond.

Both reflect: "How did we construct and critique arguments?"

Both write (select one):

We constructed arguments by _____

_____

_____

_____

_____

Or

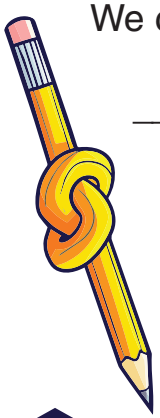
We critiqued arguments by _____

_____

_____

_____

_____



Teacher Notes

Big Bucks!

Procedure

1. Lead a discussion about the image with the class.
2. Place students in pairs. Tell students to use the Understand and Plan routine to generate mathematical questions about the image.
3. Ask students to share their questions with the class. Record questions on the board. At this point, decide whether to have everyone pursue the same question or have partners focus on their own questions. Consider giving partners choices of questions that they would like to pursue. You may also decide that developing questions and considering information needed to solve the problem is enough work for this day or this task.
4. If appropriate, have students answer questions independently. Tell them to use the Share and Discuss and Reflect and Write routines to complete the task.

Answer: Answers will vary depending on the questions chosen.

Possible Misconception: Students may want to explore questions that are not quantifiable, such as, "Where was this photo taken?" Encourage students to think of a question that can be answered using mathematics. For example, "How many bills are in each stack?"

Additional Information

After a mathematical question is determined, ask students what information they would need to know to answer it. Here are some ideas that could be used for this image. This list is not exhaustive.

- Each bundle of 100-dollar bills is worth $10,000.
- The United States first started printing paper money in 1862.
- A stack of $1,000,000 composed of 100-dollar bills would weigh a little over 20 pounds.
- The U.S. Bureau of Engraving and Printing produces approximately 38 million notes (paper bills) a day.

Language Support

✪ **Tier 2:** bundle, stack, bills

Differentiation

Scaffolding: Consider making a list of questions that are not quantifiable, such as, "Whose face is on the 100-dollar bill?" and a list of questions that are quantifiable, such as, "How many paper bills are produced in 5 days?" Creating this list can be done as a whole-class discussion or can be written as partners share the question they would like to explore.

Extension: Suggest that students extend their questions in some manner. If they explored the value of 5 bundles of 100-dollar bills, ask them to consider the value of 10 bundles.

Big Bucks!


FEDERAL RESERVE NOTE
FF 95594731 A
F6
100
THE UNITED STATES OF AMERICA
FF 95594731 A
100
HUNDRED DOLLARS

Name: _____ Partner: _____

Big Bucks!

Questions we might be able to explore: _____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Mathematize the Situation

Reflect and Write

Both reflect: How did we use mathematics to answer our question about this picture?

Both write: We mathematized the situation by _____

Teacher Notes

Name the Unit

Students learning about measurement work in teams. They measure different objects. They measure the heights, widths, and lengths. Each of the teams uses different tools to measure. Students are not told what units of measurement other teams use.

Teams write their results in the chart. Each team uses a different unit of measure.

Teams	Width of Fish Tank	Length of Math Book	Height of Door Knob	Width of Desk
Team A	3	1	$2\frac{1}{2}$	1.5
Team B	91	30	75	45
Team C	36	12	30	18
Team D	0.9	0.3	0.75	0.45

Which unit of measure did each team use? The choices are feet, inches, meters, or centimeters.

Select a tool, and answer this question. You may not use a calculator.

Procedure

Remind students to use the Understand and Plan, Share and Discuss, and Reflect and Write routines as they work through the task.

Answer: Team A: feet; Team B: centimeters; Team C: inches; Team D: meters. Tool selection will vary.

Possible Misconception: Students may think that larger units require more units rather than fewer.

Language Support

- **Tier 3:** inches, centimeters, measurement
- **Tier 2:** height, feet, meters, lengths, objects, teams
- **Tier 1:** different

Differentiation

Scaffolding: Review units of measure by providing students with rulers, meter sticks, and yardsticks. Ask them to determine the number of inches in a foot, the number of feet in a yard, and the number of inches in a yard. Ask them the same questions regarding centimeters and meters.

Extensions: Have students solve the following:

- Each team measured the height of the door. They also measured the width of the window. What might each team record for the height of the door and width of the window if each team continued to use the same unit of measure?
- Choose another item to measure. Assign a unit of measure to each team, and write the results for the teams. Ask a partner to determine which unit of measure each team used for your new measurements.

Name the Unit

Students learning about measurement work in teams. They measure different objects. They measure the heights, widths, and lengths. Each of the teams uses different tools to measure. Students are not told what units of measurement other teams use.

Teams write their results in the chart. Each team uses a different unit of measure.

Teams	Width of Fish Tank	Length of Math Book	Height of Door Knob	Width of Desk
Team A	3	1	$2\frac{1}{2}$	1.5
Team B	91	30	75	45
Team C	36	12	30	18
Team D	0.9	0.3	0.75	0.45

Which unit of measure did each team use? The choices are feet, inches, meters, or centimeters.

Select a tool, and answer this question. You may not use a calculator.

Extend your thinking!

Each team measured the height of the door. They also measured the width of the window. What might each team record for the height of the door and width of the window if each team continued to use the same unit of measure?

Choose another item to measure. Assign a unit of measure to each team, and write the results for the teams. Ask a partner to determine which unit of measure each team used for your new measurements.

Name: _____ Partner: _____

Name the Unit

Students learning about measurement work in teams. They measure different objects. They measure the heights, widths, and lengths. Each of the teams uses different tools to measure. Students are not told what units of measurement other teams use.

Teams write their results in the chart. Each team uses a different unit of measure.

Teams	Width of Fish Tank	Length of Math Book	Height of Door Knob	Width of Desk
Team A	3	1	$2\frac{1}{2}$	1.5
Team B	91	30	75	45
Team C	36	12	30	18
Team D	0.9	0.3	0.75	0.45

Which unit of measure did each team use? The choices are feet, inches, meters, or centimeters.

Select a tool, and answer this question. You may not use a calculator.

Extend your thinking!

Each team measured the height of the door. They also measured the width of the window. What might each team record for the height of the door and width of the window if each team continued to use the same unit of measure?

Choose another item to measure. Assign a unit of measure to each team, and write the results for the teams. Ask a partner to determine which unit of measure each team used for your new measurements.

Name: _____ Date: _____

Use Tools Strategically

Reflect and Write

Student 1: "What tool(s) did we use to solve the task?"

Student 2: Respond.

Student 2: "Why did we select those tools?"

Student 1: Respond.

Both reflect: "How did we use tools strategically in this task?"

Both write: We used tools strategically by _____

_____

_____

_____

_____

_____

_____

_____

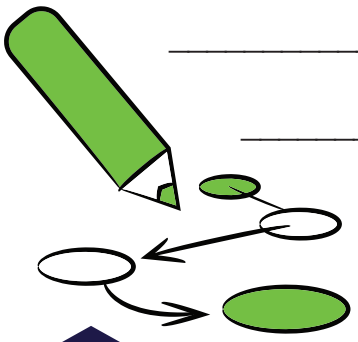
_____

_____

_____

_____

_____



Teacher Notes

Time Spent

In Mrs. Anderson's class, 8 students were asked to keep track of the time they spent doing homework. They recorded their results in a table.

Student	Time Spent
Susie	$\frac{1}{2}$ hour
Abraham	1,200 seconds
Serena	38 minutes
Keiko	$\frac{1}{12}$ of a day
Kyle	1 hour and 12 minutes
Maritza	$\frac{3}{5}$ of an hour
Matthew	900 seconds
Brett	89 minutes

Altogether, how long did these 8 students spend studying?

Procedure

Remind students to use the Understand and Plan, Share and Discuss, and Reflect and Write routines as they work through the task.

Answer: The students spent 7 hours doing homework. Pay particular attention to the methods students use to add the time. For example, students may notice that adding 1 hour and 12 minutes to 38 minutes offers a friendlier total of 1 hour and 50 minutes.

Possible Misconception: Students may not know some of the time conversions or may ignore that the times are listed with different units.

Language Support

✪ **Tier 2:** table, minutes, seconds, studying, keep track, spent, doing, recorded

Differentiation

Scaffolding: Discuss the necessary conversions. Ask students to find the number of minutes in an hour, the number of hours in a day, and the number of seconds in one minute. Then, ask them to determine how they could calculate the number of minutes in 600 seconds.

Extensions: Have students solve the following:

- Calculate the total time spent studying using a different unit of measure than you did before. How does the number you get vary from before?
- Order the time spent studying from the shortest time to the longest. (Matthew; Abraham; Susie; Maritza; Serena; Kyle; Brett; Keiko)

Time Spent

In Mrs. Anderson's class, 8 students were asked to keep track of the time they spent doing homework. They recorded their results in a table.

Student	Time Spent
Susie	$\frac{1}{2}$ hour
Abraham	1,200 seconds
Serena	38 minutes
Keiko	$\frac{1}{12}$ of a day
Kyle	1 hour and 12 minutes
Maritza	$\frac{3}{5}$ of an hour
Matthew	900 seconds
Brett	89 minutes

Altogether, how long did these 8 students spend studying?

Extend your thinking!

Calculate the total time spent studying using a different unit of measure than you did before. How does the number you get vary from before?

Order the time spent studying from the shortest time to the longest.

Name: _____ Partner: _____

Time Spent

In Mrs. Anderson's class, 8 students were asked to keep track of the time they spent doing homework. They recorded their results in a table.

Student	Time Spent
Susie	$\frac{1}{2}$ hour
Abraham	1,200 seconds
Serena	38 minutes
Keiko	$\frac{1}{12}$ of a day
Kyle	1 hour and 12 minutes
Maritza	$\frac{3}{5}$ of an hour
Matthew	900 seconds
Brett	89 minutes

Altogether, how long did these 8 students spend studying?

Extend your thinking!

Calculate the total time spent studying using a different unit of measure than you did before. How does the number you get vary from before?

Order the time spent studying from the shortest time to the longest.

Name: _____ Date: _____

Analyze the Structure

Reflect and Write

Student 1: "What did we look for to help make the task easier?"

Student 2: Respond.

Student 2: "How did we apply what we know to help us?"

Student 1: Respond.

Both reflect: "How did we analyze the structure in this task?"

Both write: We analyzed the structure by _____

_____

_____

_____

_____

_____

_____

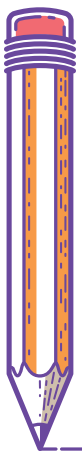
_____

_____

_____

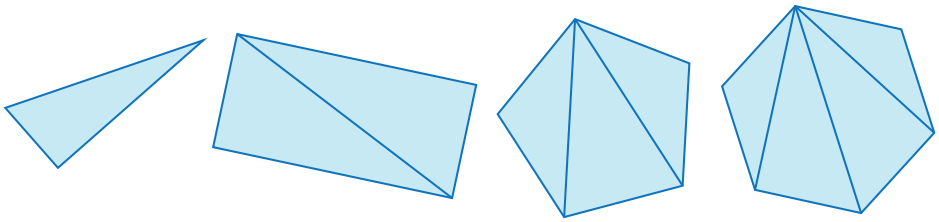
_____

_____



Henry's Hexagon

Henry is looking at shapes. He draws a triangle. Then, he draws a quadrilateral. He also draws a pentagon and a hexagon. He notices that these shapes can be made up of triangles that share 1 vertex.



Henry creates a table to help him see patterns.

Shape	Number of Triangles	Total Degrees
triangle	1	180°
rectangle	2	360°
pentagon		
hexagon		

Help Henry complete his table, and create a rule to help him figure out the total number of degrees of an octagon. Explain your thinking.

Extend your thinking!

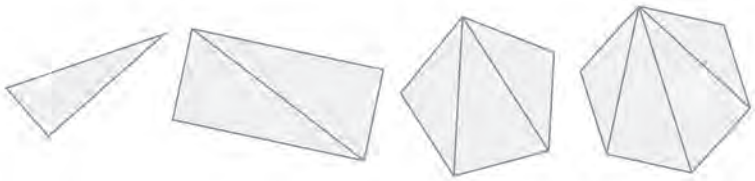
Predict the number of degrees that are in a regular decagon, or a 10-sided polygon. Then, verify your thinking.

Write a rule for the relationship between the number of triangles that can be drawn in a shape and the total number of degrees in the shape.

Teacher Notes

Henry's Hexagon

Henry is looking at shapes. He draws a triangle. Then, he draws a quadrilateral. He also draws a pentagon and a hexagon. He notices that these shapes can be made up of triangles that share 1 vertex.



Henry creates a table to help him see patterns.

Shape	Number of Triangles	Total Degrees
triangle	1	180°
rectangle	2	360°
pentagon		
hexagon		

Help Henry complete his table, and create a rule to help him figure out the total number of degrees of an octagon. Explain your thinking.

Procedure

Remind students to use the Understand and Plan, Share and Discuss, and Reflect and Write routines as they work through the task.

Answer: An octagon would have 1,080º (or 6 × 180º). Explanation of students' thinking will vary.

Shape	Number of Triangles	Total Degrees
triangle	1	180º
rectangle	2	360º
pentagon	3	540º
hexagon	4	720º

Possible Misconception: Students may not understand that they need to extend the pattern to 8 to find the number of triangles and total degrees in an octagon.

Language Support

- **Tier 3:** quadrilateral, triangles, pentagon, hexagon
- **Tier 2:** shapes, table, notices

Differentiation

Scaffolding: Provide students with large triangles. Ask them to cut off each vertex from their triangles. Ask them to put these vertices in a new arrangement. If needed, suggest that students try to get the 3 vertices to form a line.

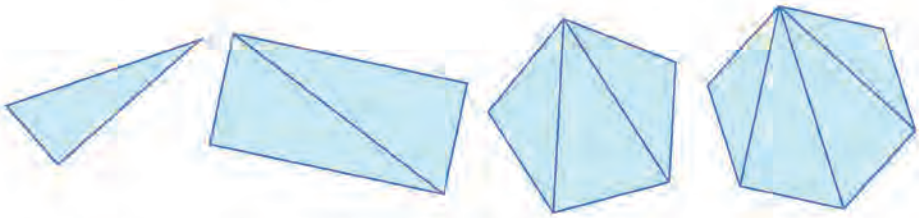
Extensions: Have students solve the following:

- Predict the number of degrees that are in a regular decagon, or a 10-sided polygon. (1,440 degrees) Then, verify your thinking.
- Write a rule for the relationship between the number of triangles that can be drawn in a shape and the total number of degrees in the shape.

Name: _____ Partner: _____

Henry's Hexagon

Henry is looking at shapes. He draws a triangle. Then, he draws a quadrilateral. He also draws a pentagon and a hexagon. He notices that these shapes can be made up of triangles that share 1 vertex.



Henry creates a table to help him see patterns.

Shape	Number of Triangles	Total Degrees
triangle	1	180°
rectangle	2	360°
pentagon		
hexagon		

Help Henry complete his table, and create a rule to help him figure out the total number of degrees of an octagon. Explain your thinking.

Extend your thinking!

Predict the number of degrees that are in a regular decagon, or a 10-sided polygon. Then, verify your thinking.

Write a rule for the relationship between the number of triangles that can be drawn in a shape and the total number of degrees in the shape.

Name: _____ Date: _____

Generalize Your Thinking

Reflect and Write

Student 1: "What stayed the same in the task?"

Student 2: Respond.

Student 2: "What changed in the task?"

Student 1: Respond.

Both reflect: "What rule or conjecture did we make to generalize our thinking?"

Both write: Our conjecture or rule is _____