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Let's Talk Math Spanish Fourth Grade

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Resource Pages (4 pages)

Sample Lessons, Task Cards, and Student Pages

- Piensa en cantidades (4 pages)
- Elabora y critica argumentos (4 pages)
- Matematiza la situación (4 pages)
- Usa herramientas estratégicamente (4 pages)
- Analiza la estructura (4 pages)
- Generaliza tu razonamiento (4 pages)

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Let's Talk Math

TEACHER'S GUIDE



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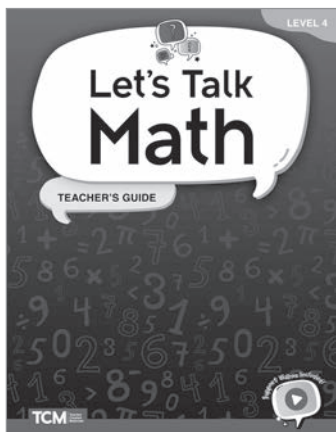
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How to Use This Resource

Components

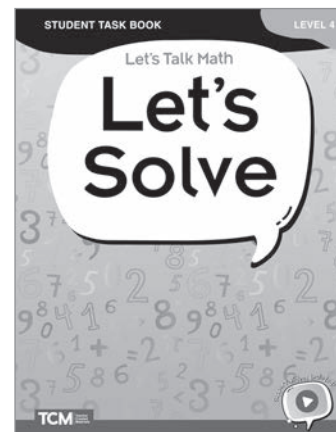
Teacher's Guide

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.



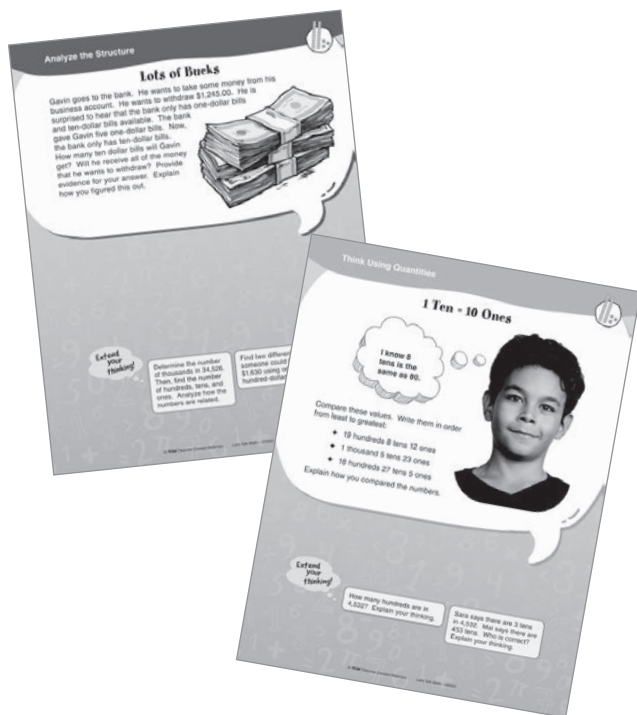
Let's Solve: Student Task Book

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.



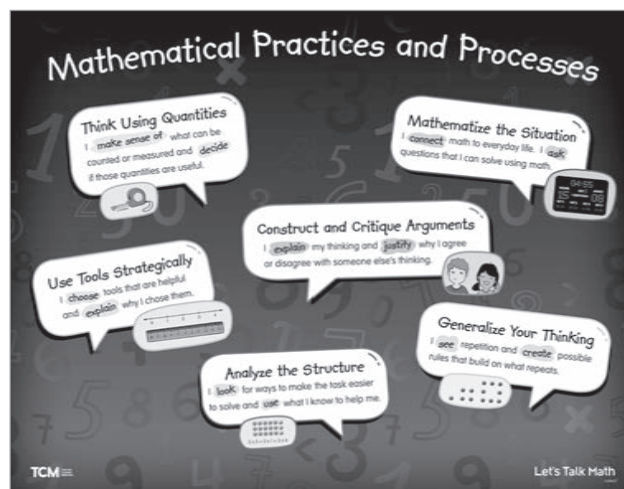
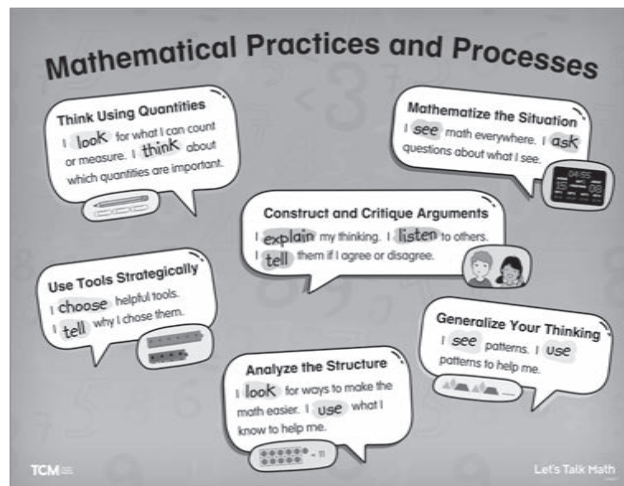
Task Cards

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.



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.



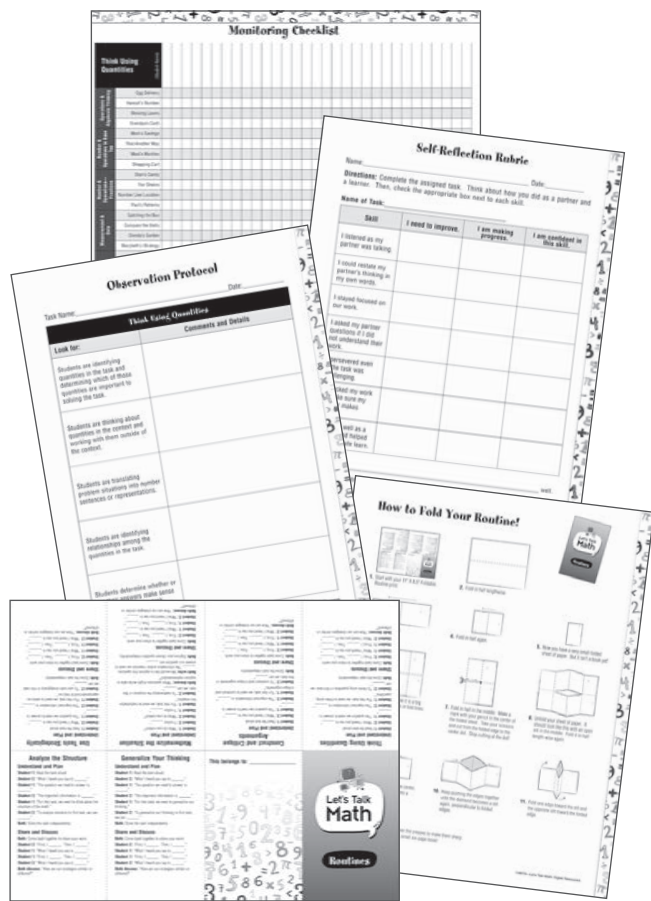
How to Use This Resource *(cont.)*

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.

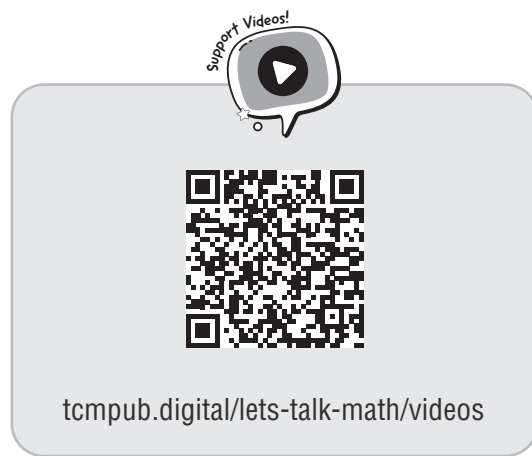
- Digital versions of **Task Cards**, **Student Task Book** pages, and the **poster** can be used on interactive whiteboards, for virtual sessions, in LMS platforms, and more!
- Assessment tools such as **Observation Protocols**, **Monitoring Checklists**, and **Student Reflection and Feedback** templates 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

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Teacher Notes

Yo-Yos

Adrianna needs string to make yo-yos. She has $1\frac{3}{8}$ meters of blue string, $2\frac{6}{8}$ 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



Answer: Adrianna has $6\frac{3}{8}$ 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 $\frac{3}{8} + \frac{3}{8}$. 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 $\frac{3}{8}$ 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 $\frac{3}{8}$ 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 $\frac{3}{8}$ 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.



Hileras y columnas

	Columna					
Hilera	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 hace una tabla para mostrar un patrón que observa. Su patrón continúa más allá de la hilera 4. ¿Qué valor aparecerá en la hilera 8, columna D? Explica cómo lo sabes.

¡Amplía tu razonamiento!

Halla los números que estarían en todas las columnas de la hilera 80. Luego, escribe el patrón en un enunciado numérico.

Mira la tabla. Explica por qué los números en la columna F son todos múltiplos de 6. Luego, explica por qué cada valor en la columna A aumenta en 6 más que el valor encima de él.



Hileras y columnas

		Columna					
Hilera	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 hace una tabla para mostrar un patrón que observa. Su patrón continúa más allá de la hilera 4. ¿Qué valor aparecerá en la hilera 8, columna D? Explica cómo lo sabes.

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Halla los números que estarían en todas las columnas de la hilera 80. Luego, escribe el patrón en un enunciado numérico.

Mira la tabla. Explica por qué los números en la columna F son todos múltiplos de 6. Luego, explica por qué cada valor en la columna A aumenta en 6 más que el valor encima de él.

Piensa en cantidades



Reflexiona y escribe

Estudiante 1: “¿Qué cantidades eran importantes en esta tarea?”

Estudiante 2: Responde.

Estudiante 2: “¿Qué observamos sobre las cantidades importantes?”

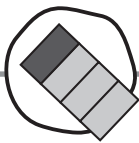
Estudiante 1: Responde.

Ambos piensan: “¿Cómo nos ayudaron las cantidades a resolver la tarea?”



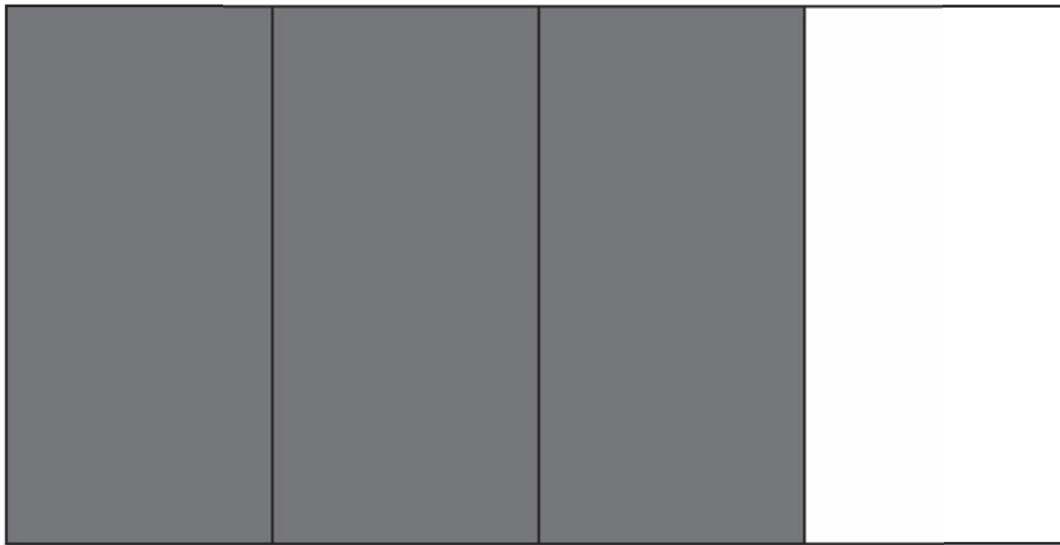
Ambos escriben: Para resolver la tarea usando cantidades, _____





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

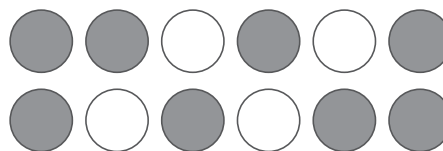
🗨️ **Tier 2:** shaded, figure, image

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:

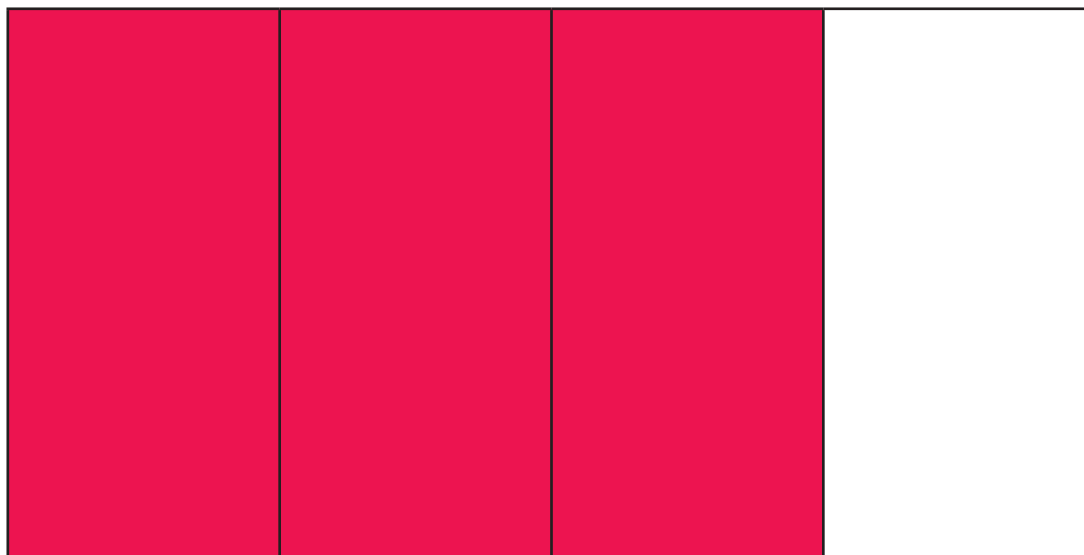
- How does this figure show $\frac{2}{3}$ is shaded? Write an argument to support your thinking.



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



¡Depende!

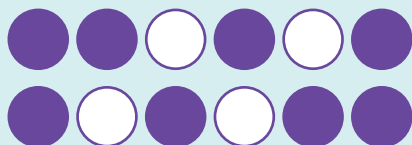


Charlene y Carrie observan la figura. Ambas ven la figura de diferente manera. No se pueden poner de acuerdo. Charlene dice que $1\frac{1}{2}$ de la imagen está sombreada. Carrie dice que $\frac{3}{4}$ de la imagen está sombreada.

Un compañero debe elaborar un argumento para apoyar a Charlene. El otro compañero debe elaborar un argumento para apoyar a Carrie. Luego, muestren uno al otro sus argumentos.

¡Amplía tu razonamiento!

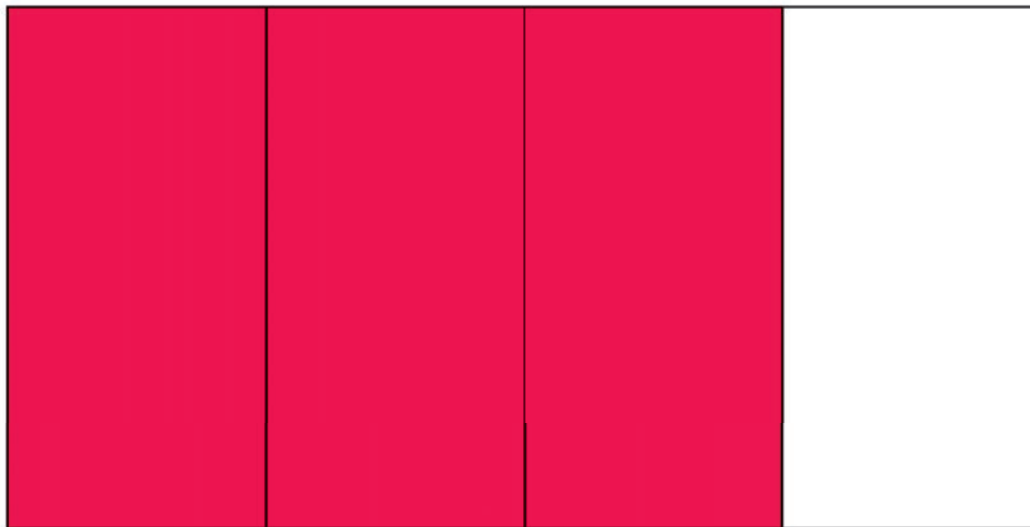
¿Cómo es que $\frac{2}{3}$ de esta figura está sombreada? Escribe un argumento para justificar tu razonamiento.



Explica por qué es tan importante entender el valor del entero cuando se trabaja con fracciones.



¡Depende!



Charlene y Carrie observan la figura. Ambas ven la figura de diferente manera. No se pueden poner de acuerdo. Charlene dice que $1\frac{1}{2}$ de la imagen está sombreada. Carrie dice que $\frac{3}{4}$ de la imagen está sombreada.

Un compañero debe elaborar un argumento para apoyar a Charlene. El otro compañero debe elaborar un argumento para apoyar a Carrie. Luego, muestren uno al otro sus argumentos.

¡Amplia tu razonamiento!

¿Cómo es que $\frac{2}{3}$ de esta figura está sombreada? Escribe un argumento para justificar tu razonamiento.



Explica por qué es tan importante entender el valor del entero cuando se trabaja con fracciones.



Elabora y critica argumentos



Reflexiona y escribe

Estudiante 1: “¿Cómo demostramos que nuestras respuestas eran correctas?”.

Estudiante 2: Responde.

Estudiante 2: “¿Estamos de acuerdo o en desacuerdo con el proceso de resolución de problemas de cada uno?”.

Estudiante 1: Responde.

Ambos piensan: “¿Cómo elaboramos y criticamos argumentos?”.

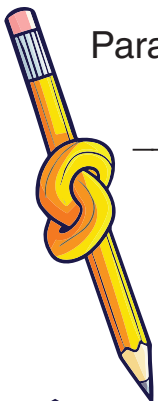


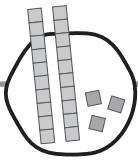
Ambos escriben (escoge uno):

Para elaborar argumentos, _____

O

Para criticar argumentos, _____





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.

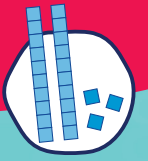
Language Support

- ✦ **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.

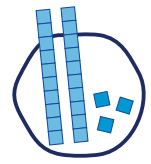
Extension: Suggest that students extend their questions in some manner. If they explored the value of 5 bundles of 100-dollar bills, ask them to consider the value of 10 bundles.



¡Un dineral!



Nombre: _____ Compañero: _____



¡Un dineral!



Preguntas que podríamos explorar: _____

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.



Nombra la unidad

En equipos, los estudiantes están aprendiendo sobre trabajo de medición. Miden diferentes objetos. Miden las alturas, anchos y longitudes. Cada equipo usa diferentes herramientas para medir. Los estudiantes no saben qué unidades de medida están usando los otros equipos.

Los equipos escriben sus resultados en la tabla. Cada equipo usa una unidad de medida diferente.

Equipos	Ancho del acuario	Longitud del libro de matemáticas	Altura del pomo de la puerta	Ancho del escritorio
Equipo A	3	1	$2\frac{1}{2}$	1.5
Equipo B	91	30	75	45
Equipo C	36	12	30	18
Equipo D	0.9	0.3	0.75	0.45

¿Qué unidad de medida usó cada equipo? Las opciones son pies, pulgadas, metros o centímetros.

Elige una herramienta y responde esta pregunta. No puedes usar una calculadora.

¡Amplia tu razonamiento!

Cada equipo midió la altura de la puerta. También midieron el ancho de la ventana. ¿Qué podría anotar cada equipo para la altura de la puerta y el ancho de la ventana si cada equipo continuó usando la misma unidad de medida?

Elige otro objeto para medirlo. Asigna una unidad de medida a cada equipo, y escribe los resultados para los equipos. Pide a un compañero que determine cuál unidad de medida usó cada equipo para tus nuevas medidas.



Nombra la unidad

En equipos, los estudiantes están aprendiendo sobre trabajo de medición. Miden diferentes objetos. Miden las alturas, anchos y longitudes. Cada equipo usa diferentes herramientas para medir. Los estudiantes no saben qué unidades de medida están usando los otros equipos.

Los equipos escriben sus resultados en la tabla. Cada equipo usa una unidad de medida diferente.

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Equipo D	0.9	0.3	0.75	0.45

¿Qué unidad de medida usó cada equipo? Las opciones son pies, pulgadas, metros o centímetros.

Elige una herramienta y responde esta pregunta. No puedes usar una calculadora.

¡Amplia tu razonamiento!

Cada equipo midió la altura de la puerta. También midieron el ancho de la ventana. ¿Qué podría anotar cada equipo para la altura de la puerta y el ancho de la ventana si cada equipo continuó usando la misma unidad de medida?

Elige otro objeto para medirlo. Asigna una unidad de medida a cada equipo, y escribe los resultados para los equipos. Pide a un compañero que determine cuál unidad de medida usó cada equipo para tus nuevas medidas.

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)



Tiempo empleado

En la clase de la Sra. Anderson, se pidió a 8 estudiantes que llevaran un registro del tiempo que empleaban haciendo tarea. Ellos anotaron sus resultados en una tabla.

Estudiante	Tiempo empleado
Susie	$\frac{1}{2}$ hora
Abraham	1,200 segundos
Serena	38 minutos
Keiko	$\frac{1}{12}$ de un día
Kyle	1 hora y 12 minutos
Maritza	$\frac{3}{5}$ de hora
Matthew	900 segundos
Brett	89 minutos

En total, ¿cuánto tiempo emplearon estudiando estos 8 estudiantes?

¡Amplía tu razonamiento!

Calcula el total de tiempo que emplearon estudiando, usando una unidad de medida diferente a la que usaste antes. ¿Cómo varía el número que obtuviste en relación con el número que obtuviste antes?

Ordena el tiempo empleado estudiando del tiempo más corto al más largo.



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Analiza la estructura

“

Reflexiona y escribe

Estudiante 1: ¿Qué buscamos para hacer más fácil la tarea?”.

Estudiante 2: Responde.

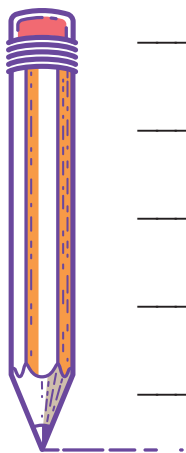
Estudiante 2: “¿Cómo aplicamos lo que sabemos para ayudarnos?”.

Estudiante 1: Responde.

Ambos piensan: “¿Cómo analizamos la estructura en esta tarea?”.

”

Ambos escriben: Para analizar la estructura, _____

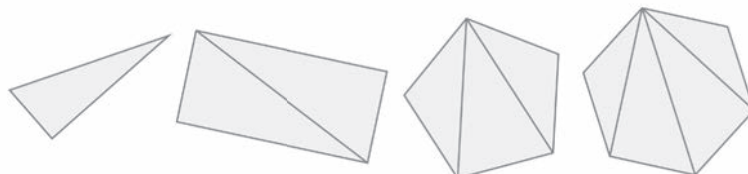


Teacher Notes



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 $1,080^\circ$ (or $6 \times 180^\circ$). Explanation of students' thinking will vary.

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

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.

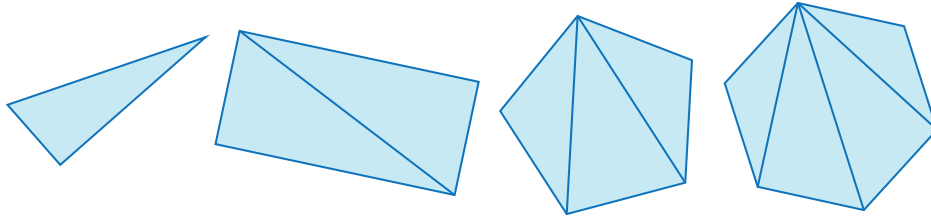
Extensions: Have students solve the following:

- Predict the number of degrees that are in a regular decagon, or a 10-sided polygon. ($1,440^\circ$) 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.



El hexágono de Henry

Henry está observando figuras. Él traza un triángulo. Luego, traza un cuadrilátero. También traza un pentágono y un hexágono. Henry observa que estas figuras pueden formarse con triángulos que comparten 1 vértice.



Henry crea una tabla como ayuda para ver patrones.

Figura	Número de triángulos	Total de grados
triángulo	1	180°
rectángulo	2	360°
pentágono		
hexágono		

Ayuda a Henry a completar la tabla, y crea una regla para ayudarle a averiguar el número total de grados de un octágono. Explica tu razonamiento.

¡Amplia tu razonamiento!

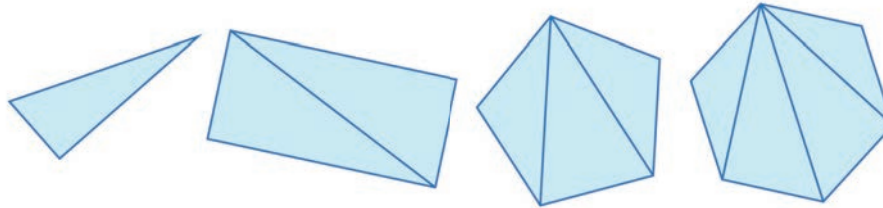
Predice el número de grados que hay en un decágono regular, o un polígono de 10 lados. Luego, verifica tu razonamiento.

Escribe una regla para la relación entre el número de triángulos que se pueden trazar en una figura y el número total de grados en la figura.



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¡Amplía tu razonamiento!

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Escribe una regla para la relación entre el número de triángulos que se pueden trazar en una figura y el número total de grados en la figura.

Generaliza tu razonamiento



Reflexiona y escribe

Estudiante 1: “¿Qué se mantuvo igual en la tarea?”.

Estudiante 2: Responde.

Estudiante 2: “¿Qué cambió en la tarea?”.

Estudiante 1: Responde.

Ambos piensan: “¿Qué regla o conjetura hicimos para generalizar nuestro razonamiento?”.



Ambos escriben: Nuestra conjetura o regla es _____

