

STRATEGIES

- ✎ **Multiple Solutions**
- ✎ **Modeling with Mathematics**
- ✎ **Increase Mathematical Discourse**
- ✎ **Real-world applications**
- ✎ **Difficultly Level Choices:** Offer multiple value options for students to select from in answering questions.

There were _____ children on the playground.
 _____ more came to join them.
 How many children were on the playground then?

A) 48, 26

B) 138, 134








I added 138 to 20 and I got 158
 then I added 100 and I 258, also
 I added it to 10 and I got 268
 Also I added it to 4 and got
 the number I wanted it is 272.

from Math Solutions

SMALL BITES: ANCHOR, CHALLENGE, AND ENRICHMENT ACTIVITIES



- ✎ **Follow Directions** (Geometry/Shapes, partners or small groups): Student 1 draws or creates a diagram or graphic only using shapes determined by the teacher. Student 2 cannot see what Student 1 creates. Student 2 is given or shown the same initial set of shapes and tries to duplicate what Student 1 created by following verbal directions from Student 1. Student 1 cannot see Student 2's attempt. After all directions are given, the students compare and discuss the results. They then switch roles. Complexity changes based on the materials the teacher provides.

-  **Counting On ___ Classroom Book:** Design a math story book modeled after Rod Clement's *Counting on Frank*. For more ideas using this book: <http://blog.richmond.edu/openwidelookinside/archives/147>.
-  **The Answer Is:** Students are provided with an answer, and are asked to come up with possibilities for the question that led to that answer.
-  **Turn Around Questions:** Take common math questions like *What is half of 12?* and turn it around: *6 is a fraction of a number. What could the fraction and number be?*
-  **Find the values:** Replace the numbers in a problem with blanks for students to fill in possibilities. _____ - _____ = 32
-  **Create a number sentence:** Provide the values and word-operations, and ask students to create a number sentence. *Use the numbers 5 and 8, with the words "and" and "less" in a number sentence.*

PROJECTS—INDEPENDENT STUDY



RESOURCES

-  You Tube video with lots of partner and small group centers: http://www.youtube.com/watch?v=kHLcSC_x8Hc
-  You Tube video, math centers for three tiers of instruction: http://www.youtube.com/watch?v=Z_vDV_UkP_0