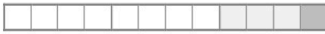


Connecting Representations Instructional Routine Pre-Planner

Consider the Representations:

Explore the mathematical structure that the representations highlight. What are key features of the representations? How do they connect to big ideas of the content?

1



2



A. Jessica has 4 candy bars. She wants to share the candy bars equally with 3 friends. How much will each friend get?

B. Grace has 4 candy bars. She wants to give $\frac{1}{3}$ a candy bar to each of her classmates. How many classmates will get a piece of the candy bar?

C. Amy has $\frac{1}{3}$ of a candy bar. She shares it equally with 4 friends. How much of a candy bar will each friend get?

When considering the representations, ask yourself:

What will students notice and think is important about the different representations?

How will they use those noticings to connect representations?

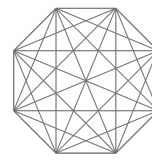
How might they connect representations incorrectly?

When considering the students, ask yourself:

Which representations will provide access to students?

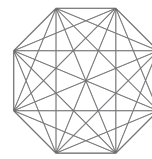
Which representations will be challenging for students?

Which representation will students be connecting, and which one will you leave off for students to generate?





Connecting Representations Instructional Routine Planner

Launch	
<div style="border: 1px solid #009688; padding: 5px; margin-bottom: 10px;"> Connecting Representations WHAT: Match problem situations to expressions by chunking and connecting to math you know WHY: To “think like mathematicians”, to use mathematical <i>structure</i> to match two different representations. </div> <div style="border: 1px solid #009688; padding: 5px;"> Connecting Representations </div>	<p>What will you say to students about <i>what</i> they be doing and <i>why</i>?</p>
Interpret and Connect Representations	
<div style="border: 1px solid #009688; padding: 5px; margin-bottom: 10px;"> Think </div> <ul style="list-style-type: none"> ▪ What part of the <i>problem situation</i> will help me connect to a chunk of the <i>visual</i>? ▪ What about the <i>visuals</i> will help me connect to a <i>problem situation</i>? 	<p>Will you unveil all 5 representations or decide to unveil one type of representation first? If you unveil one first, which type?</p>
<div style="border: 1px solid #009688; padding: 5px; margin-bottom: 10px;"> Make Connections </div> <div style="border: 1px solid #009688; padding: 10px; margin-top: 10px;"> <p>“I noticed... so I knew...” “I saw....so I looked for...”</p> </div>	<p>Which connections will you share? In what order?</p>
Discuss Representations	
<div style="border: 1px solid #009688; padding: 5px; margin-bottom: 10px;"> Share & Study Connections </div> <div style="border: 1px solid #009688; padding: 10px; margin-top: 10px;"> <p>We noticed... so we ... We knew... so we...</p> <p>They noticed... so they ... They knew... so they...</p> </div>	<p>Will students self-select the speaker and the pointer/gesturer, or will you pre-select the roles?</p> <p>What questions will you ask to highlight structural underpinnings of the representations?</p> <p>How will you annotate connections?</p>





Create Representations

<p>Create a Representation</p> <p> THINK</p> <p>Ask yourself...</p> <ul style="list-style-type: none">• "What do you notice about the <i>problem situations</i>?"• "How can you chunk the <i>problem situation</i> to create a visual?"	What 'ask yourself questions' will you pose?
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<p>Create a Representation</p> <p> Pair</p> <ul style="list-style-type: none">• Share your interpretations of the <i>problem situation</i>• Together create a matching <i>visual</i>.	Which representation will you plan to share in the full group?
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<p>Create a Representation</p> <p> Share</p> <p>They noticed... so they...</p> <p>When they saw...it made them think</p>	How will you annotate the newly created representation to highlight the connection and underlying structure?
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Reflect on Thinking

<p> Meta-Reflection </p> <p>A. When interpreting <i>problem situations/visuals</i>, I learned to pay attention to...</p> <p>B. When connecting representations, I learned to ask myself...</p> <p>C. A new mathematical connection I made is ...</p>	What reflection prompts will you provide?
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