

Connecting Representations Instructional Routine Pre-Planner

Consider the Representations:		
	cture that the representations highlight. y connect to big ideas of the content?	What are key features of the
?		
0.50		
When considering the r	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?		



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Launch		
	What will you say to students about <i>what</i> they be doing and <i>why</i> ?	
 WHAT: Match visuals to numbers by chunking and connecting to math you know WHY: To "think like mathematicians", to use mathematical <i>structure</i> to match two different representations. 		
Connecting Representations Connecting Representations Connections Connections Connections Connections Connections Connecting Representations Connecting Representa		
Interpret and Connect Representations		
Think S	Will you unveil all 5 representations or decide to unveil one type of representation first? If you unveil one first, which type?	
What part of the visual will help me connect to a chunk of the numbers?		
What about the numbers will help me connect to a visual?		
"I noticed so I knew" "I sawso I looked for"	Which connections will you share? In what order?	
Discuss Representations		
We noticed so we We knew so we They noticed so they They knew so they	Will students self-select the speaker and the pointer/gesturer, or will you pre-select the roles?	
	What questions will you ask to highlight structural underpinnings of the representations?	
	How will you annotate connections?	



Create Representations		
Create a Representation THINK Ask yourself • "What do you notice about this visual?" • "What do the chunks of the visual tall you about the matching number?"	What 'ask yourself questions' will you pose?	
Create a Representation Pair • Share your interpretations of the visual • Together create a matching number.	Which representation will you plan to share in the full group?	
Create a Representation Share They noticed so they When they sawit made them think	How will you annotate the newly created representation to highlight the connection and underlying structure?	
Reflect on Thinking		
Meta-Reflection Point A. When interpreting problem visuals/numbers, 1 learned to pay attention to B. When connecting representations, I learned to ask myself C. A new mathematical connection I made is	What reflection prompts will you provide?	