

K-2

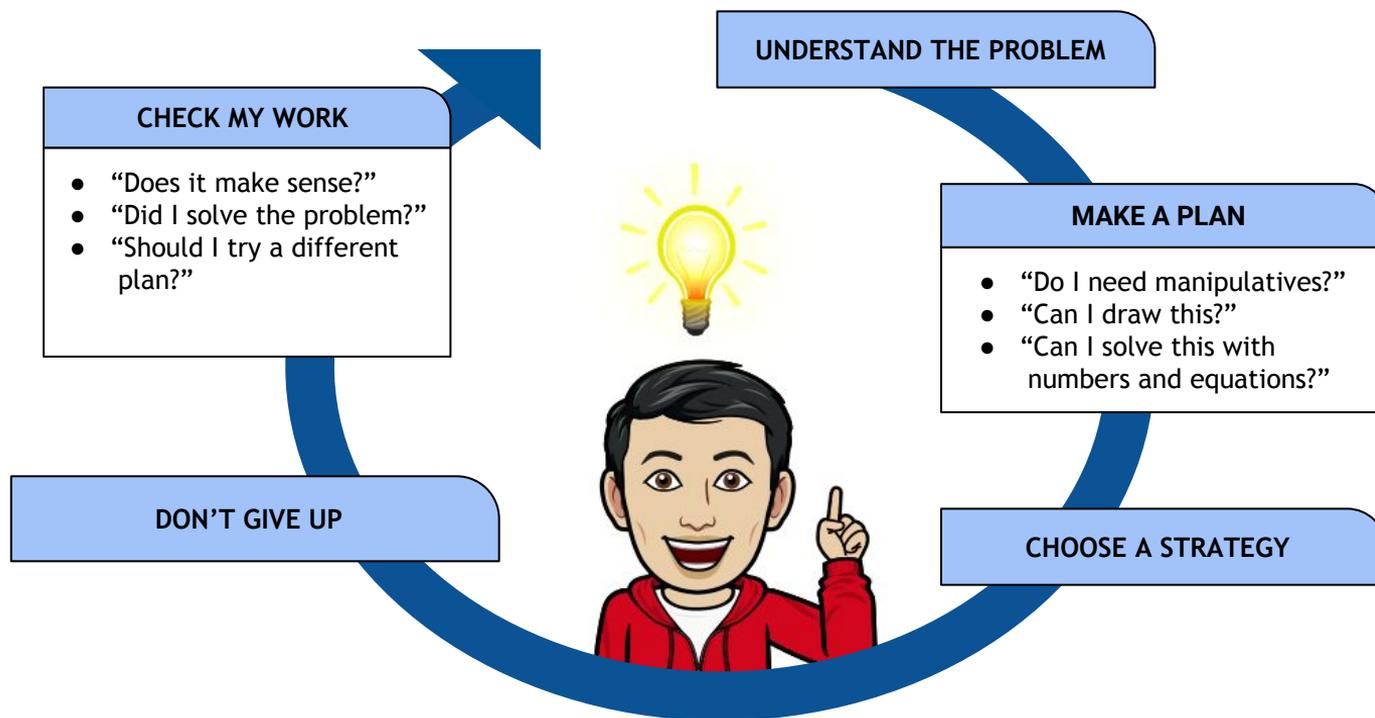
SMP Posters

We Are MATHEMATICIANS



We will make sense of problems and persevere as we solve them.

Student Mathematical Practice 1



We will reason abstractly and quantitatively.

Student Mathematical Practice 2

Zoe had 3 flowers.

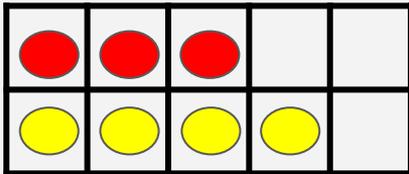


She picked 4 more flowers.



How many flowers does Zoe have now?

I can connect numbers and words to make sense of the problem.



$$3 + 4 = 7 \text{ flowers}$$



We will construct viable arguments and critique the reasoning of others.

Student Mathematical Practice 3



During our math discussions, I will:

- Explain my thinking
- Listen to others' explanations
- Ask useful questions
- Compare strategies
- Make connections

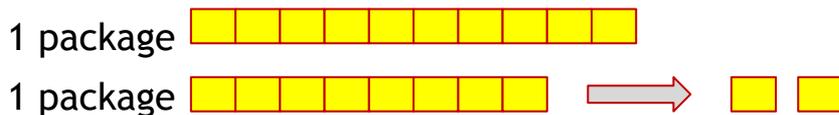
We will model with mathematics.

Student Mathematical Practice 4

I can mathematize by applying my math skills to solve a real life scenario that has meaning to me.

You are inviting 18 friends to your birthday party.
Birthday plates come in packages of 10.
How many packages will you need to buy?
Will you have any plates left over?
If so, how many?

$10 + 10 = 20$,
so if I buy 2 packages, I will have 20 plates.
20 is greater than 18, so I will have 2 left over.



We will use appropriate tools strategically.

Student Mathematical Practice 5

What tools are
in my
Math Toolbox?

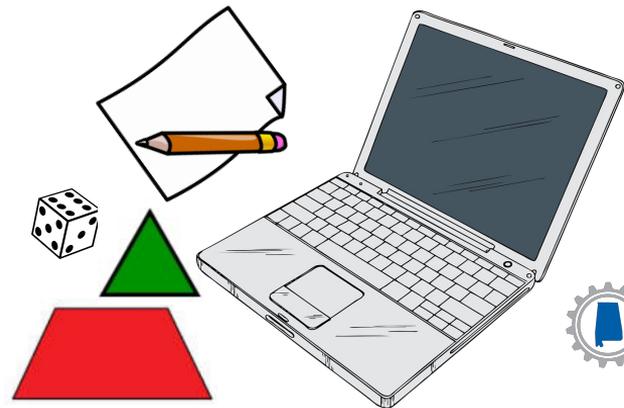
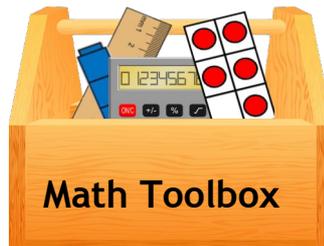
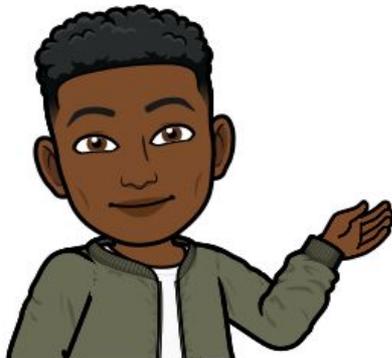


Is there a tool
that I could use
to help me
make sense of
this problem?

I know:

- **HOW** to use each math tool
- **WHEN** to use each math tool
- **WHY** to use each math tool

I can ask myself, “Did the tool help me find the answer?”



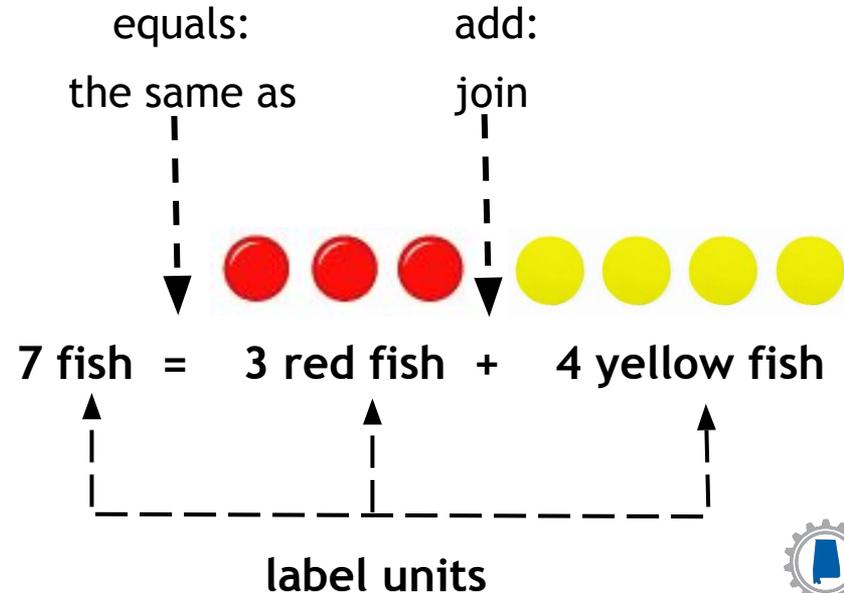
We will attend to precision.

Student Mathematical Practice 6

I will precisely communicate using math vocabulary and symbols.

Sam saw 3 red fish and 4 yellow fish in the pond.

How many fish did he see in the pond?



We will look for and make use of structure.

Student Mathematical Practice 7

I understand that numbers and shapes are made of parts, wholes and patterns, and I use that knowledge to solve problems.

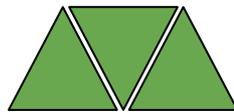


With Cuisenaire rods, I noticed that a green and red rod was the same length as a red and green rod, so $2 + 3 = 3 + 2$.

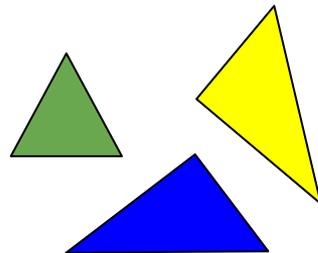


$$\begin{array}{r} 8 + 5 = ___ \\ \swarrow \quad \searrow \\ 2 + 3 \\ 10 + 3 = 13 \text{ so} \\ 8 + 5 = 13 \end{array}$$

I can get to a friendly number.



I can build a trapezoid with 3 triangles.



These are all triangles because they all have 3 sides and 3 angles.



We will look for and express regularity in repeated reasoning.

Student Mathematical Practice 8

- I will **DISCOVER** relationships and patterns in my work.
- I will **USE** relationships and patterns to **SOLVE** my work.
- I will **USE** relationships and patterns to **CHECK** my work.

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

$$10 + 1 = 11$$

$$10 + 2 = 12$$

$$10 + 3 = 13$$

$$10 + 4 = 14$$

So...
I think that
 $10 + 5 = 15$.

