Name _____   Date _____

INFERRING: Inferring and Questioning to Understand Historical Concepts

Purpose: Inferring and questioning go hand in hand to build understanding

Reading: _____

Directions: As you read, fill out the chart below. In the first column, record questions that you have about the text. In the second column, record inferences that you are able to make from the text. Use the sentence starters for help.

I Wonder (I wonder…)	*I Think (I think…, maybe…, I predict…, I infer…)*

Name _____   Date _____

ROUTINES FOR INTRODUCTING AND EXPLORING IDEAS: See-Think-Wonder

1. *Set up*. The teacher will present a chosen image in a way that allows you to see the image/object in as much detail as possible. Sufficient silent time for close observation will be allowed, 2 or 3 minutes, before any talk or discussion.

2. *See*. State what you noticed. We are not looking for interpretations at this stage, only what you observe. An observation is something that you could actually put your finger on within the image/object.

_____

_____

_____

_____

_____

3. *Think*. What do you think is going on in the image/object? Based on what we are seeing and noticing, what does it make us think? What kinds of interpretations can we form based on our observations?

_____

_____

_____

_____

_____

4. *Wonder*. What are you now wondering about based on what you have seen and have been thinking? Remember, wondering is about asking broader questions that push us beyond our interpretations to look at issues and ideas raised by the image/object.

_____

_____

_____

_____

_____

Adapted from *Making Thinking Visible* (pp. 56-57)

Name _____   Date _____

EXTENDING NUMBER RELATIONSHIPS TO LARGER NUMBERS:
Little Ten-Frames

Materials: Each student should have a set of 10 tens and a set of frames for each number 1 to 9 with an extra 5.

Directions: Find as many different ways to represent a given number as possible. As you write down each answer, model it with the little-ten frames.

1. 67   65 and 2 more   3 less than 70   60 and 7

              50 and 17   40 and 27   30 and 37

2. 80   _____   _____   _____

              _____   _____   _____

3. 45   _____   _____   _____

              _____   _____   _____

4. 92   _____   _____   _____

              _____   _____   _____

5. 76   _____   _____   _____

              _____   _____   _____

6. 31   _____   _____   _____

              _____   _____   _____

Extension: Break apart the numbers to perform mental addition. Use numbers to show your thought process.

7. $67 + 56$ $(50 + 50) + (17 + 6) = 100 + 23 = 123$

8. $33 + 45$ _____

9. $48 + 29$ _____

10. $15 + 73$ _____

Adapted from *Teaching Student-Centered Mathematics: Grades 3-5* (pp. 43-44)