Digital Resource 3.13

Alignment of Activities with Developing Teachers as Doers, Knowers, and Sense Makers

		Mathematical Inquiry Cycles										
		Authentic Problem Solving							**Modeling w/ Mathematics**		**Statistical Problem Solving**	
		Base Ten Numeration (Activity 3.2)	*Multidigit Subtraction Strategies (Activity 3.3)*	*Naming Fractions and Seeing Equivalence (Activity 3.4)*	*Fraction Representations and Constructs (Activity 3.5)*	*Two-Dimensional Shapes and Their Attributes (Activity 3.8)*	*Investigating Areas of 2D Figures (Activity 3.10)*	*Odd & Even Number Pattern (Activity 3.11)*	*Fun Run (Activity 3.1)*	*Choosing a Cake Pan (Activity 3.9)*	*Data Talk (Activity 3.6)*	*Sorting Data Cards (Activity 3.7)*
Knowing and _Sense Making_ in Mathematics	Pose Mathematical or Statistical Problems	•						•	•	•	•	•
	Build Models, Analyze Data, and Make Conjectures	•	•	•	•	•	•	•	•	•		
	Interpret Results and Revise Solutions			•	•				•	•	•	•
Doing Mathematics	Play with Ideas, Data, & Representations	•	•	•	•	•	•	•		•	•	•
	Verify Hypotheses and Justify Solutions	•	•	•	•	•	•	•		•		
	Communicate and Connect Results		•		•		•	•	•	•	•	•
		Other Integrations										
Identity Development	Engage Multiple Competencies	•	•		•	•	•	•		•	•	•
	Recognize and Use Multiple Knowledge Sources		•		•				•	•	•	•
	Apply Prior Knowledge and Experiences	•	•	•	•	•	•	•		•	•	
Tools and Technologies	Select from and Use a Range of Physical and Visual Tools	•	•	•	•	•	•	•		•	•	•
	Employ Various Technologies Strategically	(•)		(•)				(•)			(•)	

(•) = optional integration