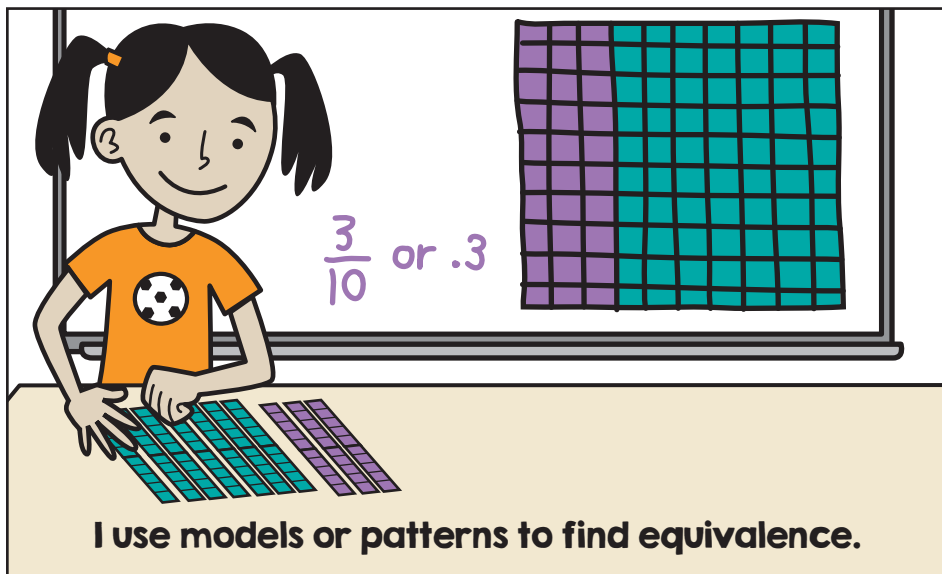


Look for and make use of structure.

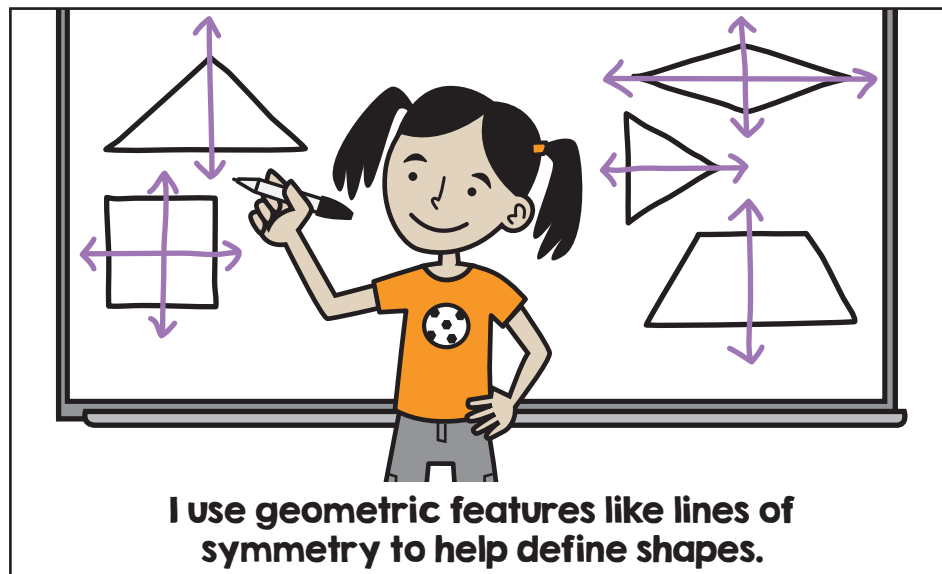
MP. 7

I use the structure of a number, shape, or model to solve problems and show my thinking.



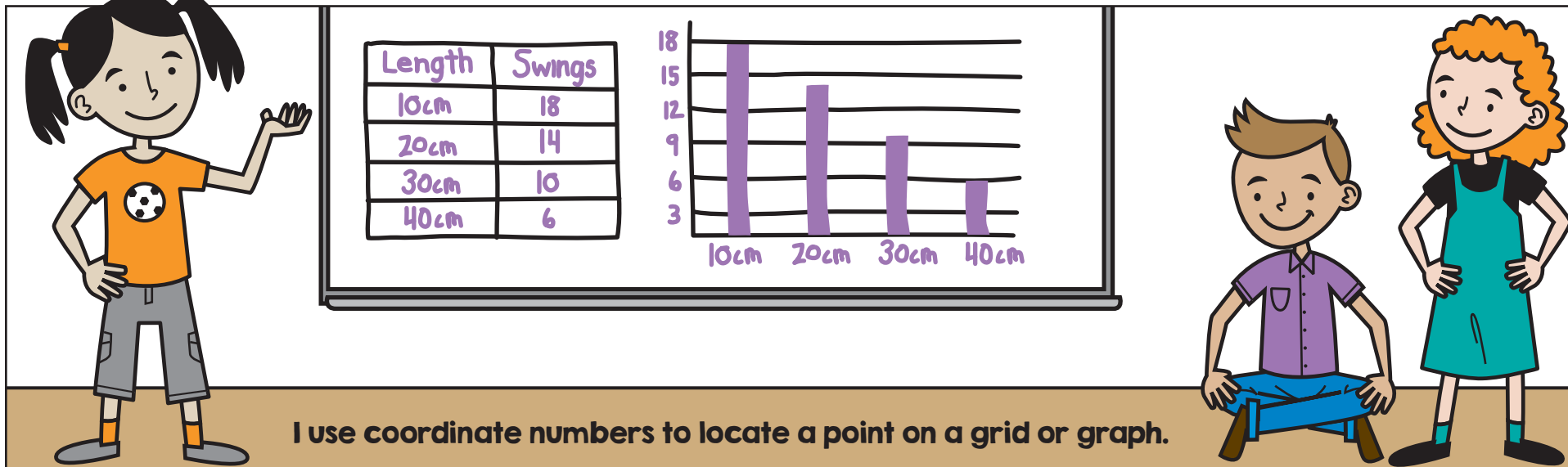
A girl with pigtails, wearing an orange t-shirt with a soccer ball design, stands at a desk. On the desk are several rows of colorful blocks (green, blue, and purple). Behind her is a large grid on the wall, with the first 3 columns highlighted in purple. To the left of the grid, the text $\frac{3}{10}$ or .3 is written in purple.

I use models or patterns to find equivalence.



A girl with pigtails, wearing an orange t-shirt with a soccer ball design, stands in front of a whiteboard. She is pointing at a square on the board with a purple line of symmetry. To the right of the square are three other shapes: a triangle, a diamond, and a trapezoid, each with purple lines of symmetry drawn on them.

I use geometric features like lines of symmetry to help define shapes.



A girl with pigtails, wearing an orange t-shirt with a soccer ball design, stands next to a whiteboard. On the whiteboard is a table and a bar graph. The table has two columns: 'Length' and 'Swings'. The bar graph has a vertical axis with numbers 3, 6, 9, 12, 15, and 18, and a horizontal axis with labels 10cm, 20cm, 30cm, and 40cm. The bars represent the number of swings for each length.

Length	Swings
10cm	18
20cm	14
30cm	10
40cm	6

I use coordinate numbers to locate a point on a grid or graph.