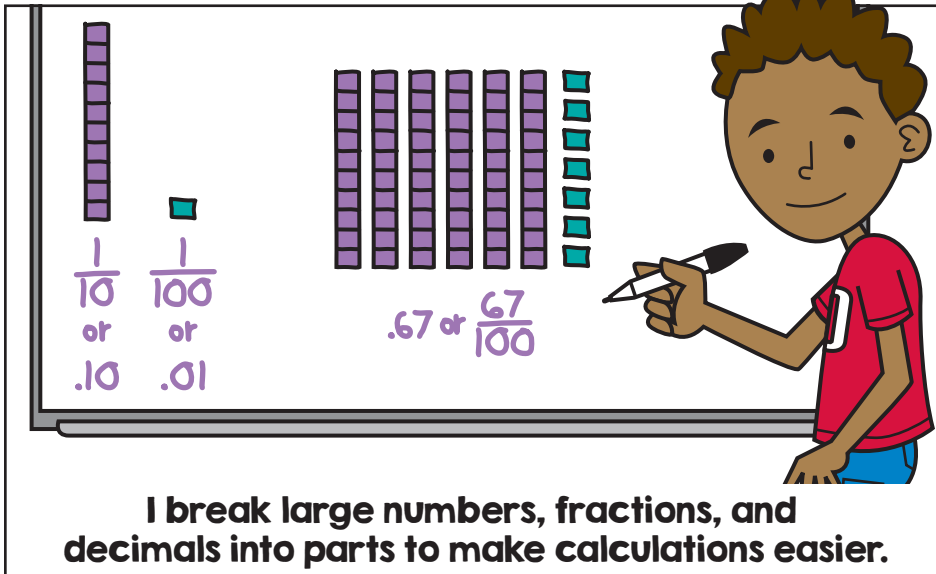


Look for and express regularity in repeated reasoning.

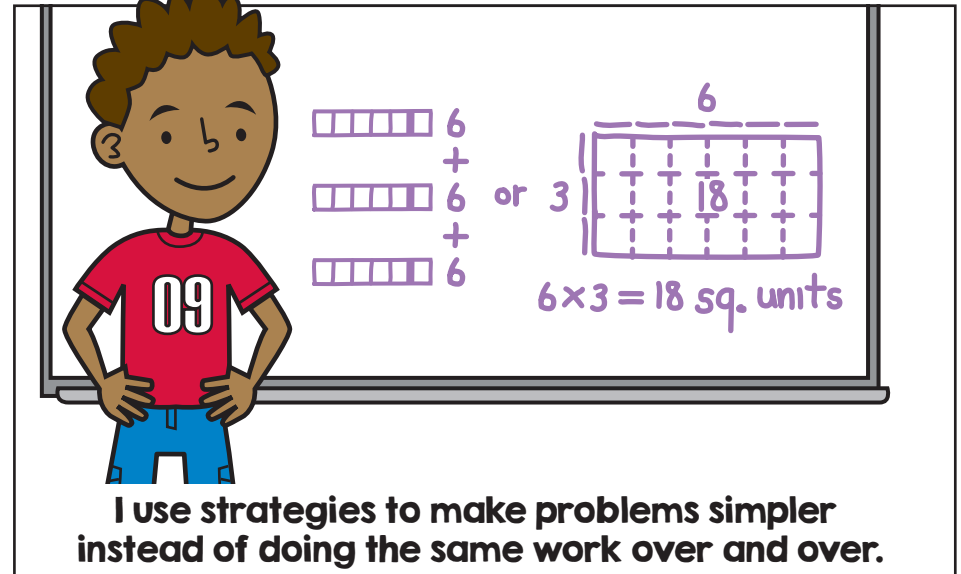
MP. 8

I can make generalizations about numbers and facts, and come up with strategies to solve similar problems.



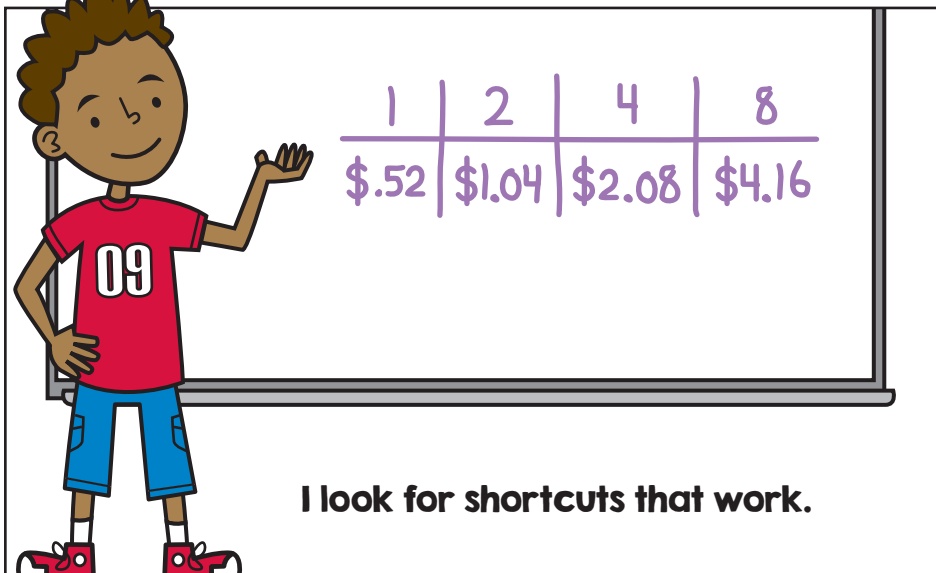
The boy is writing on a whiteboard. On the left, there is a vertical bar representing $\frac{1}{10}$ or $.10$ and a small square representing $\frac{1}{100}$ or $.01$. In the center, there are six vertical bars representing $.67$ or $\frac{67}{100}$. The boy is holding a marker and pointing at the blocks.

I break large numbers, fractions, and decimals into parts to make calculations easier.



The boy is standing next to a whiteboard. On the board, there are three rows of five blocks each, representing $6 + 6 + 6$. To the right, there is a grid representing $6 \times 3 = 18$ sq. units. The boy is holding a marker and pointing at the grid.

I use strategies to make problems simpler instead of doing the same work over and over.

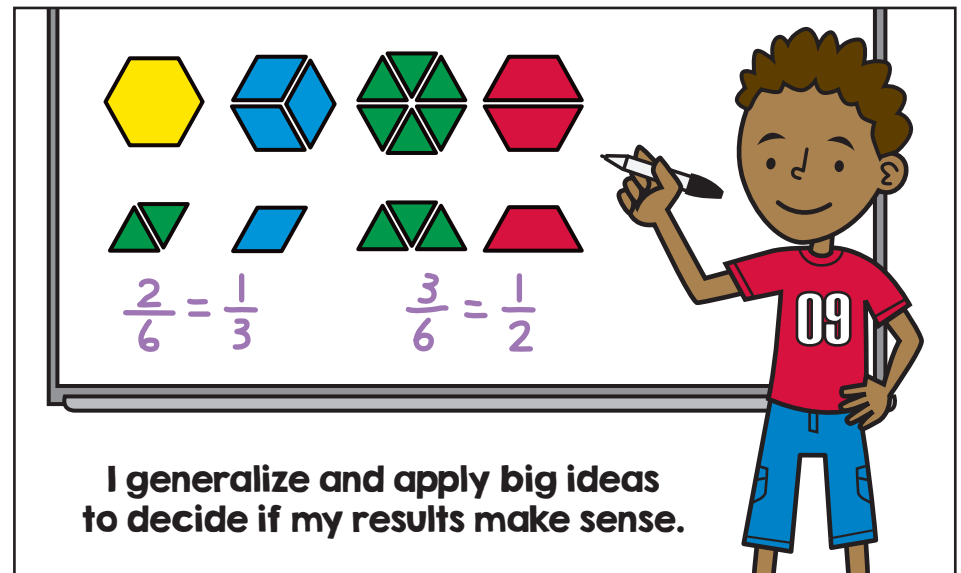


The boy is standing next to a whiteboard. On the board, there is a table showing a pattern of prices:

1	2	4	8
\$0.52	\$1.04	\$2.08	\$4.16

The boy is holding a marker and pointing at the table.

I look for shortcuts that work.



The boy is writing on a whiteboard. On the board, there are four geometric shapes: a yellow hexagon, a blue cube, a green hexagon divided into six triangles, and a red hexagon divided into six triangles. Below the shapes, there are two equations: $\frac{2}{6} = \frac{1}{3}$ and $\frac{3}{6} = \frac{1}{2}$. The boy is holding a marker and pointing at the equations.

I generalize and apply big ideas to decide if my results make sense.