

Instructional links - Models

Big Idea: In many cases activities and/or sets of problems in mathematics program are designed based on the cognitive research. However, teachers do not always realize the link to research and therefore the importance of the activities. In other cases mathematics programs may not attend to the research and gaps may need to be filled.

Materials needed for the activity:

- Mathematics programs
- Template

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 **Instructional Link – Your Turn**

Use the table below to help you think about how your instruction or mathematics programs provide students the opportunity to use a variety of models to solve problems, understand concepts, or generalize ideas

Program _____ **Grade** _____

What models are used in the program?			
Area	Set	Linear	Summary
List types: (e.g. pattern blocks, dot paper) <input type="checkbox"/> Part to Whole <input type="checkbox"/> Equivalence, comparing, ordering <input type="checkbox"/> Operations (+, -, x, and ÷) Notes:	List types: <input type="checkbox"/> Part to Whole <input type="checkbox"/> Equivalence, comparing, ordering <input type="checkbox"/> Operations (+, -, x, and ÷) Notes:	List types: <input type="checkbox"/> Locating points on a number line <input type="checkbox"/> Equivalence, comparing, ordering <input type="checkbox"/> Operations (+, -, x, and ÷) Notes:	In this program models ... <input type="checkbox"/> are never used <input type="checkbox"/> are sometimes used <input type="checkbox"/> permeate instruction Comments/notes:
Are students provided the opportunity to...			
Answer questions in which models are given? <input type="checkbox"/> Never <input type="checkbox"/> Occasionally <input type="checkbox"/> Throughout	Use manipulatives to solve problems? <input type="checkbox"/> Never <input type="checkbox"/> Occasionally <input type="checkbox"/> Throughout	Use student drawn model to solve problems? <input type="checkbox"/> Never <input type="checkbox"/> Occasionally <input type="checkbox"/> Throughout	Provide an example, if available, of an activity that uses models to develop concepts or generalize ideas?

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Looking Back: Are there adjustments that I need to make to my instruction to assure that students experience a variety of models? Describe.