**Math Practice #3: Construct viable arguments and critique the reasoning of others.**

I am so excited about Math Practice #3. I have pulled out the old Problem Solving binders for each of my grades. I have decided to do a problem of the week. I give students the problem on Monday and have asked that they not work together on it all week. At this point they are getting a grade for effort. Students are encouraged to solve the problem using any strategy they choose or they may use the strategy suggested on the problem. Every student that does the problem by class time Friday will get 10 pts.

Today was the first Friday. Ninety percent of my students completed the assignment. In class students were asked to get with their team and discuss how they came up with their answer. The team was asked to come up with a team consensus as to what they believe the answer is. After all teams reached a consensus, approx. 20 min., we came back together as a class. I then polled the class to see what they believed the answer was, still not giving the correct answer. For example, I had one class that 3, 4, and 5 were answers given by students. Each team was asked to show the class with the use of the Elmo their work. The correct answer was 4 which, by the end of discussion all students agreed. I then allowed individual students who had a unique way of doing things to show what they had done.

The discussions were amazing. Students saw new ways of doing things. They saw that some ways were extremely long, some ways much shorter. I even had one student WANT to show what they had done wrong because they were able to discover this while working in their teams. All students were engaged, they worked together, and even enjoyed the activity. The para's and myself were totally amazed at what we saw from the kids. I highly recommend doing something like this. I plan on doing this on a weekly basis.

-Suzette

There is an "explain your thinking" question at the bottom of every math page. I have had my students discuss the question with their shoulder and/or face partner. The students share their ideas and help each other understand the concept.

--Kathrine

I try to provide the opportunity by modeling in the way I respond to students' answers.  Especially if they give an answer different than the one I was looking for.  Hopefully my kids will catch on and then in turn be able to accept everyone's opinion even if they are different than their own.

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