

Ideas/Strategies for “Minds On”

Purpose: to prepare the students for the thinking ahead

- relate to the content or the process being highlighted that day (but don't present procedure!)
- introduce/distribute possible manipulatives for the day
- begin conversations between pairs of students who will be working together for the class

You could:

- ➔ Share a multiple choice question (from past EQAO assessments?) and ask students to discuss which of the presented options could not possibly be correct. You don't even need to take up the correct answer...that's not necessarily the purpose.
- ➔ If there is new vocabulary in the problem that is coming, have students work in pairs to come up with a definition. i.e. What is a **tax**?
- ➔ Tell a story that immerses students in the context of the problem that is coming. Be sure to include turn & talks.
- ➔ If there was some math in the story read in an earlier literacy block that will be the core of the upcoming problem, have pairs of students retell the story and answer questions that highlight the math.
- ➔ Have pairs of students complete “Incredible Equations”. (Teacher sets a target number and students record as many math sentences as they can to equal the target number. Multiple operations, multiple steps are encouraged.)
- ➔ Play a math game that has previously played for an entire “Action” part of a 3-part lesson. (No need to review rules, etc.)
- ➔ Share a completed solution and ask students to provide descriptive feedback based on success criteria for the process being addressed. (i.e. What would you say to the students that completed this work to help them improve their mathematical communication the next time they need to solve a problem?)
- ➔ Share two solutions and have students talk about what is the same and what is different between the two.
- ➔ Ask students to show something using manipulatives. (i.e. Can you use manipulatives to represent $\frac{3}{5}$? Can you show me two rectangles that have the same area but different perimeters?)

It's important that every student talks during the Minds On part of the lesson. To achieve this, consider including one or two “turn and talks”.