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## **I Don't Know If I'm Right**

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Helping students retain ownership of *their* problem-solving process involves helping them have questions to ask themselves about the work they have done and the work they might do next. Or, in other words, providing them with skills that enable them persevere.

### **1. What's in the parking lot?**

Encourage students to look back at their I Notice, I Wonder work and ask themselves,

- Is there something that I've not yet used?
- Is there a strategy that I thought of before but I've not tried yet?
- Are there interesting mathematical ideas or other cases to try?

### **2. Would this always work?**

Encourage students to ask themselves and each other this question.

### **3. Can you say what she said?**

Talking about the problem and the possible solutions are an important part of the problem-solving process. Encourage students to try to explain another student's ideas in their own words, or give an example of how it works. Encourage them to ask each other questions including whether someone else in the group might explain the idea using different words.

Name: \_\_\_\_\_

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As you reflect on your solution:

1. Check your I Notice, I Wonder notes. Ask yourself:
  - Is there something more to think about?
  - Is there another strategy idea?
  - Are there other ideas to try?
  
2. Talk in your group:
  - Would this always work?
  
3. Can you say what she said?
  - Explain another student's ideas in your own words.
  - Give an example of how the idea works.
  - Try these questions as you talk with your group:
    - ▶ How do you know?
    - ▶ I don't understand that word. Can you say it another way?
    - ▶ What did you think of my idea?

NOTES: