



# Anchor Charts

## Mathematical Practice Standards

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**MP 1** Make sense of the problem.  
Make a plan to solve the problem.  
Work until the problem is complete.

What is the problem about?



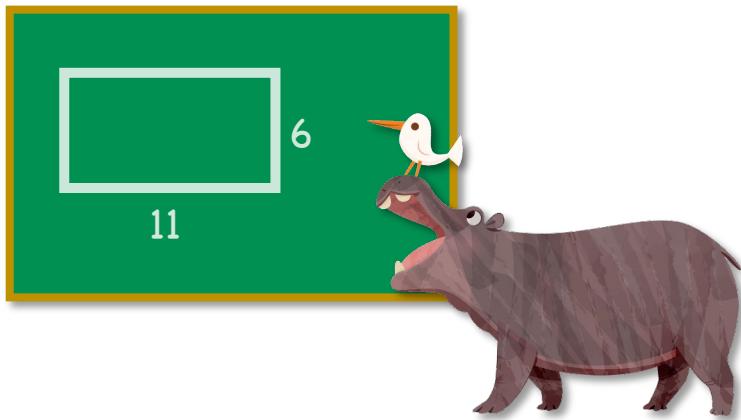
What plan can you make to solve the problem?



I can start by thinking about



How could you describe the problem to a classmate?



How do you know your answer makes sense?

If I don't know how to solve the problem, I can \_\_\_\_\_.

I can solve the problem in a different way by \_\_\_\_\_.



**MP 2** Use numbers and symbols to represent problems. Understand the solution.

What are some different ways that you can express the problem?

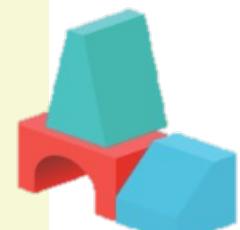
What information are you given?



What do the numbers in the problem represent?

What can you write or draw to describe the problem?

The symbols in the problem show \_\_\_\_\_.



I know my answer to the problem makes sense because \_\_\_\_\_.

**MP 3** Explain how you solved the problem.  
Compare how you solved it with others.



What does  
your answer  
mean?

How can you  
repeat that  
in your  
own words?

Do you **AGREE** or **DISAGREE**  
with what they said? Why?

Explain how  
you know when  
an answer is  
NOT correct.

How can you  
explain your  
answer using  
paper and pencil?

A question I can ask to understand how  
the problem was solved is \_\_\_\_\_.

## MP 4 Use math to model real-world problems.



What question  
are you answering  
with the model?

What model will you  
use for the problem?

How does your model  
help you understand  
the problem?

Would a different model work better?  
Why or why not?

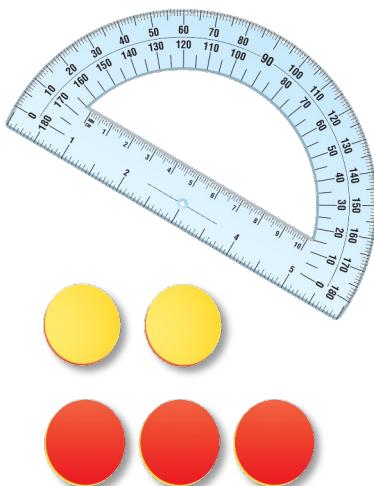
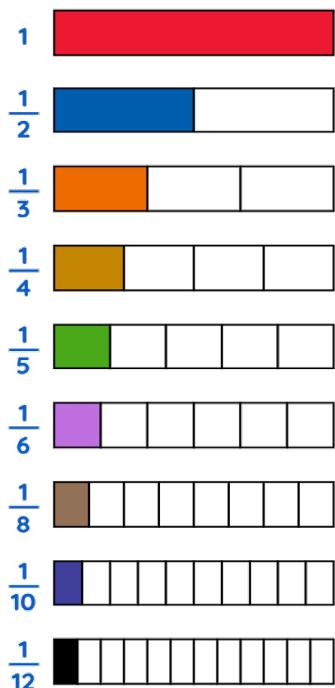
How does the model  
show the answer to  
the problem?

I can show my  
answer is reasonable  
by \_\_\_\_\_.

I will use \_\_\_\_\_ next time  
because \_\_\_\_\_.



## MP 5 Use tools to solve math problems.



What tools might you use to solve the problem?

Was the tool you chose helpful? Why or why not?

What would show your thinking another way?

How can estimation be used as a tool?

How could a chart, table, or diagram be used to solve the problem?

A tool that will not work for this problem is \_\_\_\_\_ because \_\_\_\_\_.

Using \_\_\_\_\_ might tell us more about the problem by \_\_\_\_\_.



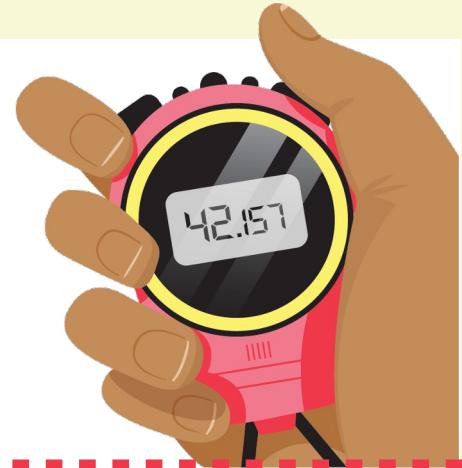
## MP 6 Communicate math accurately.

How can you make your work clear and easy to understand?

What labels can you use to make your meaning clear?

How can you explain the problem so that someone else knows how to do it?

means



How does math vocabulary help you describe a problem?

Units and symbols help communicate the math by

\_\_\_\_\_.

I know my solution is correct because

\_\_\_\_\_.

# MP 7 Use patterns and structure when solving problems.

What can you use from other problems that could help you solve this problem?



How can you break the problem into smaller parts that are easier to solve?

How do you know if there is a pattern?

Where can you see parts or wholes?

The rule I use to solve this problem is \_\_\_\_\_.

I know what to do next to solve the problem because \_\_\_\_\_.



# MP 8 Use previous methods and patterns to solve problems.

How can you use what you know to get started on the problem?



What shortcuts can you use?

When can you use this strategy again?

I think the next step will be \_\_\_\_\_ because \_\_\_\_\_.

Where does it feel like you do something again and again?

What is always true for this type of problem? Sometimes true? Never true?

A pattern I see is \_\_\_\_\_. I can use it to solve the problem by \_\_\_\_\_.