

Phase	EXPLORE PHASE: Supporting Students' Exploration of the Task STRUCTURE
E X P L O R E E X P L O R E E X P L O R E	<p><u>PRIVATE THINK TIME</u></p> <ul style="list-style-type: none"> • Ask students to work individually for 5-10 minutes so that they can make sense of the problem for themselves. • Circulate around the classroom and clarify confusions. Be careful to NOT give away too much information or suggest a way to solve the problem.
	<p><u>SMALL-GROUP WORK</u></p> <ul style="list-style-type: none"> • After 5-10 minutes, ask students to work with their partner or in their small groups. • As students are working, circulate around the room. <ul style="list-style-type: none"> ○ Be persistent in asking questions related to the mathematical ideas, problem solving strategies, and connections between representations. ○ <u>Be persistent in asking students to explain their thinking and reasoning.*</u> ○ <u>Be persistent in asking students to explain, in their own words, what other students have said.*</u> ○ <u>Be persistent in asking students to use appropriate mathematical language.*</u> <p><i>What do I do if students have difficulty getting started?</i></p> <ul style="list-style-type: none"> • Ask: "What would it cost to buy 1 shirt?" "What would it cost to buy a second shirt with the same design?" "Why?" • Ask: "If you placed an order and Custom T-Shirts created your design but didn't print any shirts, how much would they charge you?" "Why?" <p><i>What do I do if students finish early?</i></p> <ul style="list-style-type: none"> • Make sure all the students in the group can explain their reasoning. If not, tell them that you will return and may ask any of them to provide their explanation. • Ask students to come up with a different price structure that includes a set-up fee and price per shirt but that is always cheaper than the original plan. Have them come up with another price structure that is always more expensive than the original plan.