



Research into how children learn, not just in mathematics, shows that the WAY students learn the content standards plays a vital role. NCTM has outlined five process standards that should permeate everyday lessons and determine the activities chosen for each lesson.

<b>Problem Solving</b>	The ability to build mathematical knowledge, adapt strategies, reflect on strategies, and apply them to real world contexts.	<p>*What are some strategies you know for starting this problem?</p> <p>*What is another situation where you might try that kind of strategy?</p>
<b>Reasoning and Proof</b>	The ability to make and investigate conjectures and to develop and evaluate arguments and proofs.	<p>*Why do you think that's true?</p> <p>*Can you show your neighbor why your answer has to be correct?</p>
<b>Communication</b>	The ability to communicate mathematical thinking clearly and to analyze and evaluate others' thinking and strategies.	<p>*Explain to me how you got that.</p> <p>*Could you explain how a classmate's strategy is different than yours?</p>
<b>Connections</b>	The ability to make and recognize connections among mathematical ideas, including the ability to recognize them outside of the classroom.	<p>*How is that answer like the one you modeled yesterday?</p> <p>*Where have you seen that before?</p>
<b>Representation</b>	The ability to use numerous representations to organize or communicate a mathematical idea, including representation of real world phenomena.	<p>*Can you show me how to solve that another way?</p> <p>*What would that look like if you solved it using ____?</p>

