



MATH

Shift: Rigor

Practice: MP7 look for and make use of structure

Domain/level: Number Sense/Levels A-B

CCRS Teacher Workout

Fix the Tricks (borrowing/carrying->regrouping)

Time needed: 25-40 minutes

Goals:

- Teach strategies that support conceptual understanding of place value instead of the algorithm

Materials

Practice problems: [Two digit numbers](#), [Non Standard Units](#), OR [Fractions](#)

Introduction

1. Take a few minutes to solve the two digit numbers practice on your own. Then talk to a partner or small group about how you solved the problems and why. What different strategies were used in your group? (some common ones that may come up are borrowing, regrouping, adjusting.) What do the different strategies tell us about the each person's understanding of the concept?

Practice

2. Choose the practice problems from the non-standards units or fractions worksheets. Use the same strategy you used on the first worksheet to solve the problems.
3. Did your strategy help you find an answer that makes sense? Why or why not?

Wrap Up

4. Which strategy applies across the most types of problems? How can teaching regrouping from the beginning give students the biggest bang for their buck?
5. How can you help your students build their conceptual understanding around "exchanging/regrouping" rather than "borrowing"?