# Standards for Mathematical Practice for Parents

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| 1. Make sense of problems and persevere in solving them. | • I can make my own plan for solving the problem and stick with it even if it is difficult.  
• I can check the reasonableness of my answer.  
• I can solve it a second way to make sure I am right! | • What plan can you make to solve this problem?  
• Can you draw a picture or act out the problem?  
• What information is in the problem and what are you trying to figure out? |
| 2. Reason abstractly and quantitatively. | • I can use numbers and words to help make sense of problems.  
• I can think about what each number represents.  
• I can think about the relationships between the numbers in the problem.  
• I can think about what property might be used to solve the problem.  
• I can think about whether other operations might be used. | • Can you explain what the numbers in the problem mean?  
• How did you decide to use this operation? |
| 3. Construct viable arguments and critique the reasoning of others. | • I can explain my thinking using objects, drawings or actions  
• I can consider the thinking of other students  
• I can ask questions to clarify my understanding  
• I can make connections to other strategies | • How could you prove that.....?  
• How can we be sure?  
• Is this like another problem you have solved before? |
| 4. Model with mathematics. | • I can recognize math in everyday life and use it to solve problems.  
• I can use pictures, words, objects or symbols to solve.  
• I can use number lines, arrays or other models to help myself as I solve the problem or to represent my solution. | • What model could you construct that might help you solve this problem?  
• Can you visualize the action in this problem? |
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| **5. Use appropriate tools strategically.** | • I can use math tools such as number lines, calculators, objects, tables, etc. to solve a problem.  
• I can use estimates when problem solving. | • What tools could we use to solve this problem?  
• What information do you have that might help? |
|   |   |   |
| **6. Attend to precision.** | • I can be careful when I use math and clear when I share my ideas.  
• I always think about whether my answer is reasonable!  
• I try to be efficient and concise when I solve a problem. (this looks different at various grade levels)  
• I can test my solution by solving a different way or by modeling the solution and checking for reasonableness. | • How do you know your solution is reasonable?  
• How could you test your solution to see if it accurately answers the problem? |
|   |   |   |
| **7. Look for and make use of structure.** | • I can see and understand how numbers and shapes are put together as parts and wholes.  
• I look for patterns that can help me solve a problem.  
• I think about other problems I have solved before and whether they can help me with this problem.  
• I try to connect mathematical ideas. | • What do you notice when…?  
• What patterns do you find in…?  
• What are some other problems that are similar to this one? |
|   |   |   |
| **8. Look for and express regularity in repeated reasoning.** | • I can notice when calculations are repeated and use these ideas to create a strategy.  
• I think about whether patterns are always true in all situations.  
• I can create rules for patterns. | • Is this always true?  
• What do you notice about…?  
• What is happening in this situation? |