



### What has to be Organized?

**Step 1:** Individually look over any noticings and wonderings you may have generated, or take 2 minutes to write down as much as you can of what you notice and wonder about the problem.

**Step 2:** As a group, generate a list of all of the **quantities** and **relationships** or **calculations** that you can find in the problem.

*Make sure each pair of people within the group has a copy of the quantities and relationships identified so they can use them in setting up their tables.*

Quantities	Relationships and Calculations
<p>Record each <b>quantity</b> using a specific name and units for it. The quantities are generally whatever can be counted or measured in the problem. We use both a description or phrase and a number for a quantity. The description answers the question "How many of what?" If you know the value (number) of a quantity, you can write the description and the number together.</p> <p>Ex: apples Marcia picked (12).</p>	<p><b>Relationships</b> include <b>calculations</b> and equalities, inequalities, etc.</p> <p>Ex: apples Greg picked = apples Marcia picked - 4.</p>



### Setting the Table

**Step 1:** Working with your partner, organize as many of the quantities and relationships or calculations that you need into the columns of your table. Think about what order it makes sense to put the columns in based on the relationships or calculations you are doing.

**Step 2:** Populate the table by making new rows and filling out each row. Look for ways to reorder your rows or columns to put them in sequence or to combine them and make it easier to read. Take note of what you changed and why so that you can share what you learned with your group.

[Note: you might not use all the rows and columns here. This is just to help...]


**Step 3a:** Use your table to look for patterns.

- Look for patterns within each column. Do the values change by a predictable amount?
- Look for patterns in the calculations you are doing. Are you doing the same thing each time, just with different values?
- Find ways to make patterns more visible in your table. Would it help to change which columns or rows are next to each other? Would it help to change by the same amount each time? Or, to make the changes by smaller, or larger amounts?
- Find ways to write patterns as mathematical rules, formulas, or equations.

**Step 3b:** If your table is not working out the way you think it should, figure out what questions you would like the whole group to help you think about.

- Are there patterns you aren't sure how to make visible?
- Are there patterns you aren't sure how to write succinctly?
- Are there calculations or patterns that you see but you aren't sure how they relate to the solution?



## Sharing Tables

Each partnership takes a couple of minutes to present their table. They might share how they revised it and what patterns they discovered, or they might share questions they have for the group.

**Step 1:** A partnership shares their table and any questions they have for the group.

**Presentation notes:**

**Step 2:** Listeners ask questions to make sure they understand the table and the choices the group made.

**Step 3:** Listeners share things they notice about the table (starting with things they value or found useful or interesting) and things they wonder about the table.

<b>Noticings about group 1:</b>
<b>Wonderings about group 1:</b>
<b>Noticings about group 2:</b>
<b>Wonderings about group 2:</b>
<b>Noticings about group 3:</b>
<b>Wonderings about group 3:</b>

**Step 4:** The group works together for a few minutes to try to answer questions raised by the presenters.



## ***Revising and Presenting Tables***

Pick one of these three activities to work on.

**Find a solution:** Keep working on your table, using the ideas from your group. Revise or add to your table and look for patterns that will help you solve the problem and learn more about the situation and relationships.

**Improve the table:** Revise your completed table based on ideas generated in your group. You might change the order of rows or columns, add or take away rows, etc. Then write down how you changed your table and what was useful about the changes you made.

**Explain and polish:** Clean up and organize your table so it is in the most useful form for others to understand your thinking and to learn from it. Think about the revisions you made and the choices you made in setting up your table. Explain how you set up your table and what was useful about your table in helping you see patterns and solve the problem.