

**Lesson Hook: (5 minutes)**

In this lesson, the workshop model is used along with Gradual Release of Responsibility to provide students with the opportunity to monitor for meaning and attend to precision as they both analyze the work of others AND create their own solutions.

Standards:

* 7.EE.B.3 Solve multi-step real-life and mathematical problems posed with postivie and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.
* 8.EE.C.7.B Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
* HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

* [CCSS.MATH.PRACTICE.MP1](http://www.corestandards.org/Math/Practice/MP1/) Make sense of problems and persevere in solving them.

#### CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

#### CCSS.MATH.PRACTICE.MP6 Attend to precision.

#### Thinking Strategy Focus:

#### Monitoring for Meaning

What & Why?

**DEBRIEF: (10 minutes)**

Ask selected pairs of students to share out their thinking, and how this process helped them to understand the reasoning of others. Also, address the questions that are written on the posters.

* On index cards, ask students to answer the following question: “How might monitoring for meaning be helpful when you are learning new topics in math?”

**Work Time: (35 minutes) This is the “WE DO” and “YOU DO” portion of gradual release.**

Materials needed: Poster paper, colored markers, strips of paper (12 per pair), tape/glue

* Brainstorm together about vocabulary words that they might need as they complete this task with their partners. (Make sure words like *Distribute/Distributive Property*, *Like Terms, Combine, Balance, Solve, Simplify,* etc. appear on the list.)
* Students then work in pairs to complete a “What & Why” together. See student instruction sheet for details.
* Students critique the reasoning of others by studying two other posters in the room. See student instruction sheet for details.
* Students work independently to complete a “What & Why” for their own solution to problems. See assignment sheet for details.

**Mini-Lesson: (10 minutes) This is the “I DO” portion of the gradual release.**

Put the slide with student work on the board. Do a think-aloud, showing how expert math thinkers Monitor for Meaning as they examine math solutions. They constantly ask themselves “What was done here?” and “Why was this done?,” and make sure that the reasons make sense before going on to the next step.