| **Strategy** | **Questions** | **Group Notes** | **Connections** |
| --- | --- | --- | --- |
| **Cannot Get Started** | What are you trying to find?  What information do you know?  What is happening as the structures change? |  |  |
| **Drawing/Building with blocks** | What do you notice as you build each new structure?  Can you use the electronic blocks to help you see?  You don’t seem to have enough blocks for the next structure. How might you figure out what comes in the next one? |  | Can you count the boxes that you cannot see in Jack Prism’s structures?  Are there boxes that you cannot see in Roxy Boxy’s? |
| **Table**  Students organized the information for structures in a table with each structure listed 0 to 12 | Show me how you found the number of cubes that you have in your table.  How did you find the information for structure 4 for each worker?  What is another way to find the amount in the 5th without knowing the 4th?  How could you use this information to find information for the nth structure? |  | How does this group’s table connect to the previous group’s drawings?  How is this representation helpful?  How does the table help us connect to an algebraic expression? |
| **Graph**  Students constructed a graph to show the relationship between the structure number and the number of painted sides. | Where in your graph do you see the information from the structures you were given?  How did you use your graph to find the information for structures 4?  How could you use your graph to determine the information for the 12th structure? |  | How do you see the information in the tables in this group’s representation?  How does the graph help us connect to an algebraic expression? |
| **Double Number Line**  Students constructed a double number line. | How did you decide which numbers to put on each number line?  How can you use the double number line to find information for structure 4?  How can you use the double number line to find the 12th structure? |  | How do you see the same information in the double number line that other groups represented in a different way?  How does the double number line help us connect to an algebraic expression? |