Introduce The Problem	
Private Think Time 30-60 sec.	Don't dive right into calculating. Consider what students might know about the operations, properties and relationships in the task? Put pencils down, look closely at the (pattern, numbers, structure). Ask: What do you notice? Why it is important?
Partner/Group Work	Have students work in groups of 2 or 4 then whole group. Again ask students to think before they jump in to solve the problem. Ask: What can you say about the answer without solving it? What do you know about how (element of problem) behaves? Can you pull out any chunks or parts that are easier to work with? How can you rewrite the expression to make it easier to work with? What is changing? What is staying the same? Select a few student strategies to share with the group.
Full Group Discussion	Have at least two pairs/groups post their solution strategy. Post or record on a public record what is said verbally so others can see. Provide think time to make sense of each new approach. Ask: How did this pair/group think about the task? What did they pay attention to? How did that help? Can you explain why this works?
Meta-cognitive Reflection	Have students write what they learned. Use sentence frames to support writing. Have students read completed sentence frames to a partner then ask several to share whole group. Suggested Sentence Frames: You can find a shortcut by… Next time I will… before I solve because… A property that comes in handy is… because… Paying attention to… is helpful because…