



## TRY IT

After students solve a problem, ask them to share how confident they feel about their solution.

## WHY TRY IT?

- Encourages student self-reflection
- Helps teachers notice gaps between confidence and correctness
- Creates opportunities for mathematical justification

$$(x-9)(x-2)$$

$$(x-9)(x+2)$$

$$(x+18)(x-1)$$

In addition to getting answers...

Confidence



$$1. x^2 - 7x - 18$$

$$\begin{array}{r} 18 \\ 9 \times 2 \\ 7 \end{array}$$

$$(x-9)(x-2)$$

$$2. 2b^2 + 17b + 21$$

$$\begin{array}{r} 42 \\ 3 \times 14 \\ 17 \end{array}$$

$$\begin{aligned} &2b^2 + 3b + 14b + 21 \\ &b(2b+3) + 7(2b+3) \\ &(2b+3)(b+7) \end{aligned}$$

$$3. 28n^2 + 16n - 80$$

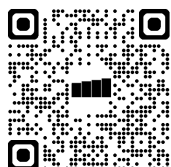
$$\begin{array}{r} 2240 \\ -40 \times 56 \\ 16 \end{array}$$

$$\begin{aligned} &28n^2 + 56n - 40n - 80 \\ &28n(n+2) - 40(n+2) \\ &(28n-40)(n+2) \end{aligned}$$

Students can also show how confident they are in their work.

## TEACHER NOTES

Take time to compare students' confidence levels with the correctness of their solutions. Reflections should focus on mathematical work rather than emotions in general. Use students' responses to identify opportunities for clarification or discussion.



**CAUTION**

You do not need to have students reflect on every problem.

