

### Representing-to-Learn

Dialectic journals invite students to work problems both in mathematical symbols and everyday language.

$6x^2 + 9x - 105$ (5 steps)	
<p>① <math>3(2x^2 + 3x - 35)</math></p> <p>② <math>2x \cdot x \quad 5 \cdot 7</math></p> <p>③ <math>3(2x - 7)(x + 5)</math></p> <p>④ <math>-7x</math> <math>+ 10x</math></p> <p>⑤ <math>3(2x^2 + 3x - 35)</math> <math>6x^2 + 9x - 105</math></p>	<p>① Factor out the GCF</p> <p>② Look at factors of 1<sup>st</sup> and 3<sup>rd</sup> terms</p> <p>③ Signs are +, -</p> <p>④ Write as binomials</p> <p>⑤ Check using FOIL</p>

Daniels & Bizar. (2005) *Teaching the Best Practice Way*. Stenhouse.

Edward de Bono's P-M-I Activity

**Statement:**

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<b>P</b> [Plusses]	<b>M</b> [Minuses]	<b>I</b> [Interesting]

<b>T-List or T-Chart</b>
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**The War of 1812**

<b>Main Idea</b>	<b>Details and/or Examples</b>
<b>Three important reasons for the War of 1812</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<b>How the War of 1812 changed how the U.S. did things</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3</li></ol>