



Numeracy Strategy

Agree or Disagree

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DESCRIPTION: Prior to being introduced to new material, students are given facts and figures to classify and are asked to agree or disagree with the statement or data. At the end of the lesson, students review their answers to determine if they want to revise their responses based on new information.

EXAMPLE ACTIVITIES: This strategy is ideally suited for agricultural math problems that one might see in agricultural business management, construction measuring, etc.

Note: The worksheet is designed in such a way that students can write the statements to be examined themselves with direction from the instructor. Problems can be written on the board and copied by students, or found in a textbook.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

Common Core- Math

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.

NAME: _____

Agree or Disagree

DIRECTIONS:

Step 1: Write in the statements to be examined as instructed by the teacher in the “Statement” column. In the “Before Column” indicate whether you agree or disagree with each statement. If you disagree, use a “+” to indicate you believe it is more than the stated amount; use a “-” if you believe it is less.

Before		Statement	After	
Agree	Disagree + or -		Agree	Disagree + or -
	(-)	EXAMPLE: There are more buses in the world than there are bicycles.	X	

Step 2: After the material has been presented, review each statement again to see if you still agree with your original response.

Aligned to the following standards:
MP1; MP2; MP3; MP4; MP5; MP6