VISUAL CLUES IN MATHEMATICS

This is when I use diagrams, graphs and tables to help me answer the question

I am able to:

- Look for titles, labels and keys
- Ensure that I understand all signs and symbols
- Pay attention to scale and measurements
- Look for horizontal and vertical patterns in tables
DETERMINING IMPORTANCE IN MATHEMATICS

This is when I decide which information is relevant and which information can be ignored

I am able to:

- Focus on the question that needs to be answered
- Decide which information is important
- Decide if there is information that can be ignored
CREATING IMAGES IN MATHEMATICS

This is when I use words from the text to make pictures in my head. This helps me to select the appropriate mathematical operation.

I am able to:

- Visualise what is happening in the question
- Draw a diagram to show my understanding of the question
- Use the image in my head to decide which mathematical operations or problem solving techniques to use
SUMMARISING

IN MATHEMATICS

This is when I use my own words to explain the problem.

I am able to:

- Use my own words to say what information I have been given.
- Use my own words to say what I need to find out.
ADJUST READING RATE
IN MATHEMATICS

This is when I think about my purpose for reading and adjust my reading rate accordingly.

I am able to:

- Identify the purpose for reading
- Adjust my reading rate so that I am aware of all of the information that is given
- Adjust my reading rate so that I am aware of the **exact** question being asked
REREADING IN MATHEMATICS

This is when I reread the problem to ensure that I have used all of the relevant information and that my answer is reasonable.

I am able to:

- Check that I have used all of the relevant information
- Answer the exact question that was asked
- Decide whether my answer makes sense
SELF QUESTIONING
IN MATHEMATICS

This is when I think about all of the things I need to do to solve a problem. I am able to:

- Know that I have read the question carefully
- Think about all of the information I have been given
- Decide which information is important
- Think about whether I have chosen an efficient way to solve the problem
- Think about whether my answer makes sense
MAKING CONNECTIONS IN MATHEMATICS

This is when I recognise the problem is similar to one I’ve done before

I am able to:
- Think about my previous learning
- Recognise strategies that I used previously that may help me with similar problems