

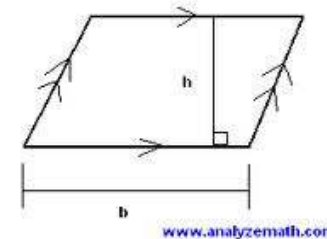
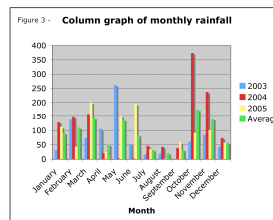
VISUAL CLUES

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

