



STEP #1: WHAT DO WE SEE? → STEP #2: WHAT DO WE THINK? → STEP #3: WHAT DO WE DO?

IDEA PAGES / ACADEMIC CONCERNS / MATHEMATICS REASONING

Strategies to Help _____

Date _____

Directions: Check the strategies that might prove helpful to implement with the student.

SELF: Student Strategies

- Use a notecard to write down the steps
- Make flashcards of math vocabulary words
- Quiz yourself on vocabulary flashcards
- Ask parents for a tutor
- Ask questions
- Keep up with daily homework assignments
- Accurately record math assignments in planner
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OTHERS: Teacher/Parent Strategies

- Provide a model for what you teach and explain each step
- Ask the student to make a word problem to match a given equation
- Have the student draw a picture to show what is going on in a word problem
- Involve the student in making predictions (e.g., "If I put 3 dimes and 1 quarter in a bag, what are my chances of pulling out the quarter?")
- Teach one-step word problems before moving on to problems involving more than one operation
- Ask the student to restate a problem in his/her own words
- Ask the student to create his/her own story problems to share with the class
- Play math reasoning puzzles:
www.rinkworks.com/brainfood/p/math1.shtml
- Give the student a number sentence and have him/her make it into a real-life situation
- Have the student cross out unnecessary information in a word problem
- Ask the student to highlight important information in a word problem
- Ask student to circle the question they need to answer in a word problem so it is clear what they are solving, include the label
- Directly teach alternative words for add, subtract, multiply, and divide
- Teach the student how to estimate to determine if an answer is correct
- Involve the student in group problem-solving
- Write the answer to a problem and challenge the student to write a problem for it

- Brainstorm what it takes to be a good problem-solver

Give a list of questions to help with problem-solving:

- Does this remind me of other math problems I have worked?
- What am I being asked to do in this problem?
- What are the important numbers?
- What are the important facts?

Use a problem-solving model to work word problems with an individual or groups of students:

- Student reads a word problem
- Student writes a sentence telling what is needs to be done to solve it
- Student uses drawings, graphs, or charts to solve the problem
- Student writes a solution sentence with the answer
- Student writes why the answer makes sense
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ENVIRONMENT (Structure, Time, Space, and Assignments)

- Use a grading rubric so student knows what is expected on the task
- Use graphic organizers to help show the student relationships and patterns
- Provide math mats for student to organize work
www.barrbunch.com/mathmats.htm
- Play math vocabulary games
- Use vocabulary cards to teach word meaning
- Offer the student manipulatives to figure out problem solutions
- Play "I have ____, who has ____?" (Kagan Publishers)
- Use computer software programs to provide extra practice
- Hire a math mentor or tutor
- Allow calculator use
- Practice free math reasoning skills at these websites:
www.ixl.com/math/
- Purchase math reasoning games to play at home
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