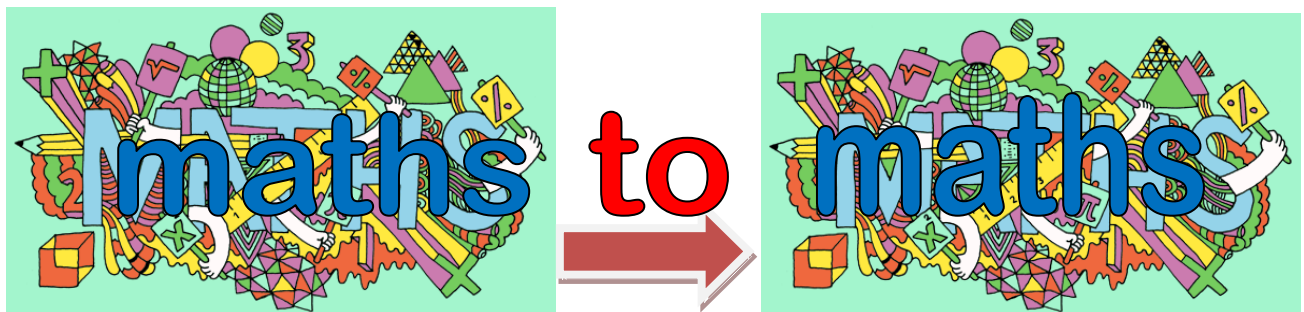


# Making Connections



*What does this situation remind me of?  
Have I ever been in a situation like this?*



- *What is the main idea from mathematics?*
- *Where have I seen this before?*



- *Is this related to anything in science, arts....?*
- *Is this related to something in the world?*



# Questioning

**K**

What do I know for sure?

**W**

What do I want to find out?

**C**

What constraints, conditions, clues?

**After solving**

Does this make sense? Are there any other solutions?

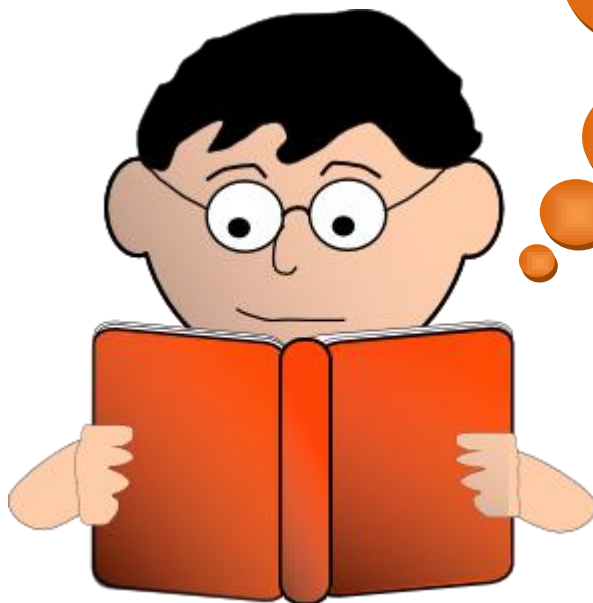
# Inferencing



Clues in  
my head

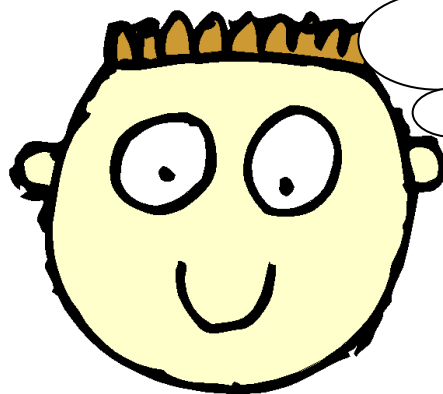
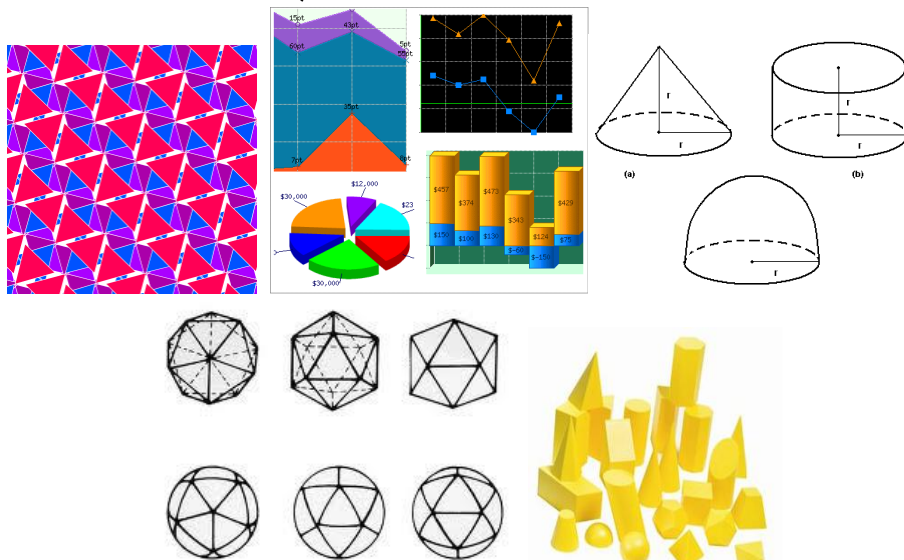
+

Clues in  
the  
problem






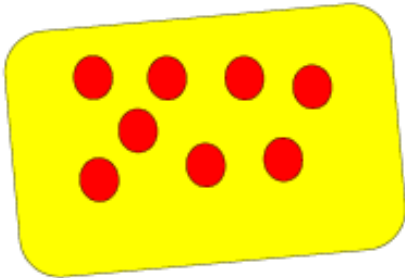
# Visualising – spatial thinking





# Visualising - creating images

**eight** is ...



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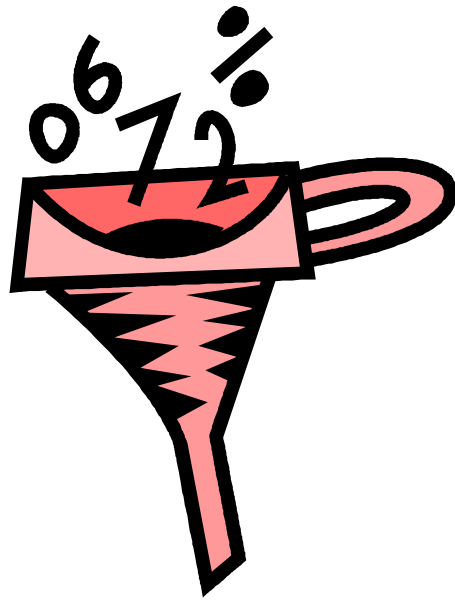
0 1 2 3 4 5 6 7 8 9 10

- seven and one more
- two less than ten
- double four
- half of ten and three more
- the number before nine
- the number after seven

●	●	●	●	●
●	●	●		

**What else?**

Debbie Draper, DECS Barossa Region, 2009



# Determining Importance

*Which parts of the word problem are essential to working it out?*

**K.**

What do I know for sure? What information is relevant / irrelevant?

**W.**

What do I want to find out?  
What do I need to ignore?

**C.**

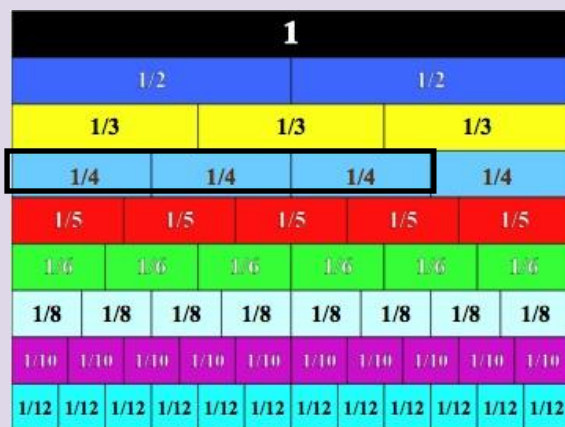
What constraints, conditions, clues help me to work determine the important information?



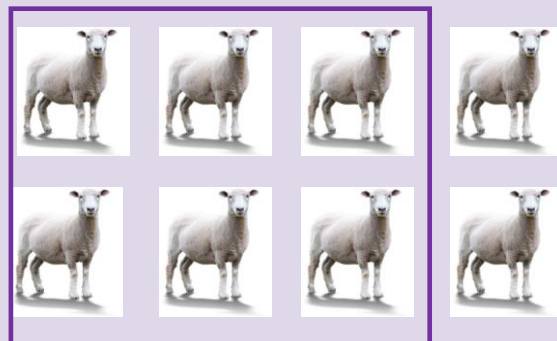
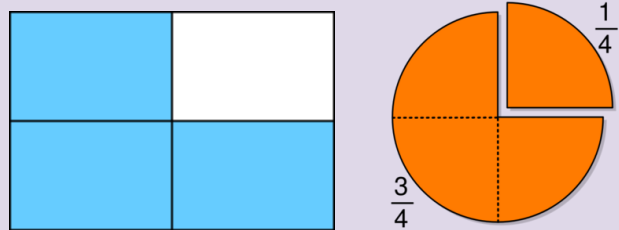
# Summarising

*Using objects, words, numbers and diagrams to summarise mathematical thinking*

**Make it**



**Draw it**



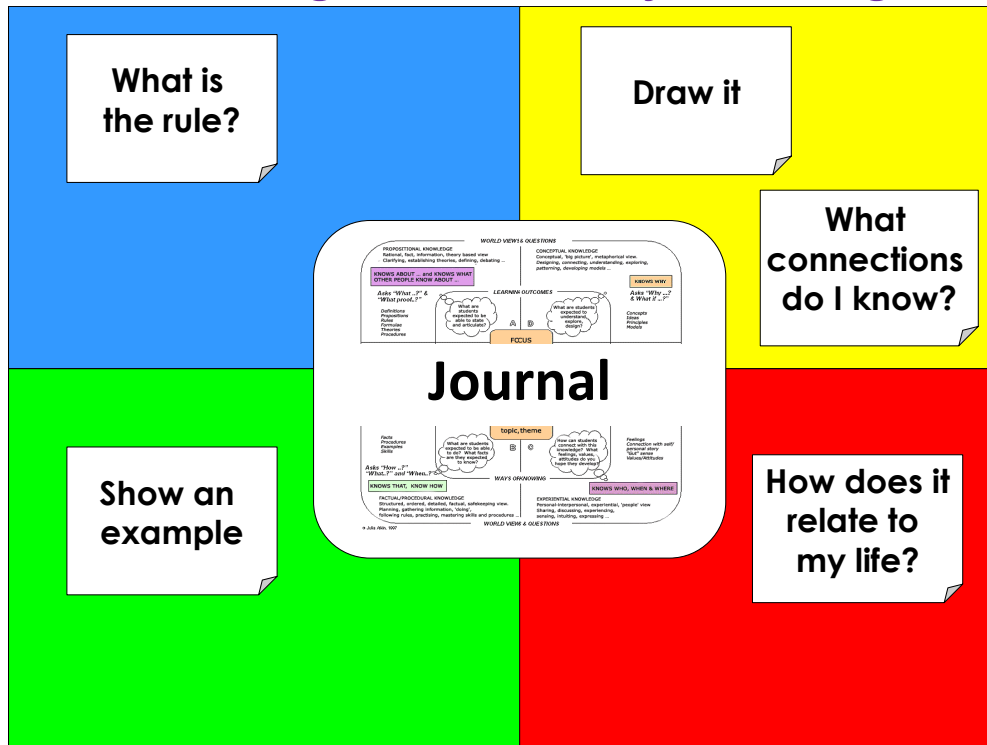
**Write it using words**







**three  
fourths**

**Write it using symbols**

**$\frac{3}{4}$**

## Adding to our store of knowledge



WHITE 	What facts did I learn?
RED 	How did I feel?
YELLOW 	What went well?
BLACK 	What problems did I have?
GREEN 	What creative ways did I solve the problems? What connections did I make?
BLUE 	How can I use this in the future?