

Power of Visualization in Math Anticipation Guide

Directions

Read the following statements and write a T in the **before** column if you think it is true or write an F if you think the statement is false. Then, as you read, write if the **after** column whether the statement is true or false.

Before

After

- | | | |
|-------|---|-------|
| _____ | 1. Visual models often confuse learners when trying to understand a difficult problem. | _____ |
| _____ | 2. While language is challenging, the math that what most learners were confused about in this article. | _____ |
| _____ | 3. The problem in the article, like division, is about counting the number of equal groups. | _____ |
| _____ | 4. Thinking of a visual model for any problem is impossible in math. | _____ |
| _____ | 5. There are not many resources easily available online for helping with visualizations in math. | _____ |

Name: _____

_____ Anticipation Guide

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Before

After

_____ 1.

_____ 2.

_____ 3.

_____ 4.

_____ 5.


Name: _____

_____ Frayer Model

Directions

Write the appropriate response to be defined in the center rectangle. For each quadrant, 1 through 4, write an appropriate response in connection to the word.

2 Characteristics	1 Definition
3 Example(s)	4 Non-Example(s)




Name: _____

_____ Frayer Model

Directions

Write the appropriate response to be defined in the center rectangle. For each quadrant, 1 through 4, write an appropriate response in connection to the word.

2 Draw the Problem	Describe the Problem 1
3 Do the Work	Does it make sense? 4




Name: _____

_____ Frayer Model

Directions

Write the appropriate response to be defined in the center rectangle. For each quadrant, 1 through 4, write an appropriate response in connection to the word.

2 Problem 2	1 Problem 1
3 Problem 3	4 Problem 4



Name: _____

SQRQCQ

Survey

Question

Skim the problem to get an idea or general understanding of the nature of the problem.

Ask what the problem is about; what information does it require? Change the wording of the problem into a question, or restate the problem.

Read

Question

Read the problem carefully (may read aloud) to identify important information, facts, relationships, and details needed to solve the problem. Highlight important information.

Ask what must be done to solve the problem; for example, "What operations need to be performed, with what numbers, and in what order?" Or "What strategies are needed? What is given, and what is unknown? What are the units?"

Compute

Question

Do the computation to solve the problem, or construct a solution by drawing a diagram, making a table, or setting up and solving an equation.

Ask if the method of solution seems to be correct and the answer reasonable. For example, "Were the calculations done correctly? Were the facts in the problem used correctly? Does the solution make sense? Are the units correct?"

Name: _____

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