

Math Inquiry Through Problem Solving Questions



Our Inquiry Question How can we use the reading strategies that are embedded in our classroom instruction as math thinking strategies in our math lessons?

Formative Assessment: Through teacher observations and KW mat assessment data, it was determined that class focuses would be on **determining importance** or on **making connections**.

Determine Importance Lessons



Make Connections Lessons



Re-Tell:

- Context
- Information
- Questions

Ask Questions:

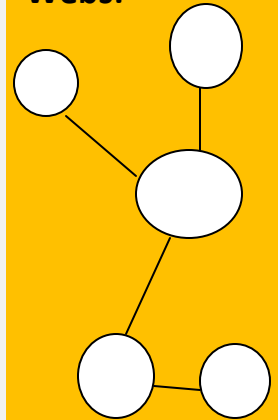
- Is this important to the math problem?
- Can I change this detail and not change the math problem?



Making Connections:

- Math to Self
- Math to World
- Math to Math

Webs:



SUMMATIVE ASSESSMENT SUMMARY

Based on our formative and summative assessment data, we notice that every student made progress in math problem solving when explicitly taught and practising thinking skills through math inquiry. Our struggling students made significant gains in these thinking skills that they were able to apply to various problems in order to understand, solve and verify their math work.

NEXT STEPS: -more lessons on making math to math connections and other thinking skills, such as visualizing.
-continued weaving of AFL strategies to increase student engagement