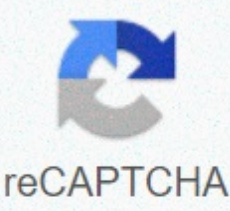




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Cubes strategy checklist

ability of students to solve them much more valuable and meaningful. Word problems come in so many different forms, and on so many different levels. My current dilemma revolves around multi-step word problems. In the upper elementary grades, we have problems with 3- and 4-step words. My fighters are in-depth even with tried and true strategies. I teach in large groups and small groups, and I use dry-deleted tables with my students – A lot! It's so easy to see which students understand, and who are still struggling. Immediately after I present the course, I like to pull my hardest struggling students into a small group right before they have a chance to become overwhelmed by the assignment. The bigger the match, the smaller the team - at least that's the rule I'm trying to follow. CUBES Math Word Problem Strategy I start small group giving each student a CUBES card with the CUBES math word problem strategy listed on the card. Students love the report card to remind them of the steps we take to address problems. The card is from my Cubes Math Word Problem Strategy Kit for teaching word problems. Click on the image to visit my Teachers Pay Teachers Store! I love these CUBES math strategy posters to teach specific steps and strategies to my students – especially my struggling students. Without specific steps, I've found that strugglers have no idea about problem solving history, so give up – and that's exactly what we don't want them to do! All these words are terrifying and overwhelming. This step-by-step strategy teaches students how to deal with all this information. Step 1: Read the problem aloud. Then read it again. Students must read or hear the problem at least twice before they even get a pencil to start. Now is the time to these reading skills that students have learned during ELA class! Must visualize - what happens to the problem? Here's the clincher - don't let them off the hook! Even when they're spinning and uncomfortable. Make them tell you what's going on with this problem. They usually won't want to. Sometimes they can't because they really don't understand what's going on. My low readers often don't digest information like Reading. Word problems require so many different skills: understanding, sorting the necessary and unnecessary information, making decisions about the operation, etc. It's hard for students to organize their thoughts at this point – but that's exactly what we need them to do! And that's exactly why they need to read and re-read the problem until they figure out what's going on. I keep telling my students that I, personally, have to read the word problems several times before I take them. My fighters often don't even want to read the problem once. This is where the process becomes difficult. Students may need to focus on just one sentence at a time. It takes time to break every sentence and think about what it really means. And that's the problem for us as teachers. All reading and discussion takes time - very valuable time. We also need practice and perseverance – which we Common Core teachers are supposed to focus on. I often adjust or diversify assignments by giving my crew fewer problems to complete. I would prefer to have 5 problems done correctly than 15 wrong problems that have been rushed through. Step 2: Circle the numbers and tags! In my opinion, labels are extremely important for students' level of understanding. I'm instructing my students to circle the numbers and labels together. This will save time in the end when you need to highlight their response. In addition, it promotes understanding. Step 3: I stress the question In fact, I hope that not only do they underline it, but they understand it. Students should try to repeat the question in their own words. Ask them, what's the problem that asks you to find? Students should be able to respond. Often, they'll look at me and say the dreaded one, I don't know. That's when we backtracked and reread the problem, highlighting the question. This is where we have the place against the whole debate. What information are we given? Do we have a part in something, or is it a whole/total amount? If a student really doesn't know what he's looking for, there's no real way that he can choose the right mode and move on to solving the problem. The debate must continue for understanding. Step 4: Box keywords Keywords are given to many word problems and students should be able to recognize them. BUT WATCH OUT! We all know that keywords can be difficult. Some keywords can be used for more than one function, such as overall. Overall it represents the total amount, but can be used to represent addition or multiplication (How many shells does Bob have overall?), and students need to rely on understanding the problem deeper in order to know which function to use; as students determine which ones to use, this is also the moment when trust dives; students look at you with their sad dog, and use their favors to motivate you to give advice and clues, and perhaps - the answer! Don't do that! Stay strong! Step 5: Eliminate information that is not necessary for the problem I ask students to draw a line through the information, otherwise some students scribble out information that is really needed. Then they fade so hard that a hole rips the paper. Some students eliminate too much, while others believe that everything is important. This step takes time and really tests the understanding and critical thinking skills – that's why this step is difficult. In addition, students may feel they are being fooled. Step 6: Draw an image In fact, students draw an image or really represent the problem with some kind of image, table, table, or counting marks. Of course, specific manuals are useful in this step and should be available to students who need to keep or handle data. And while we're still in plans, it's important to point out that drawings can simply be quick sketches, arrays, bars, lines, etc. Sometimes I have students trying to design a masterpiece and get so engrossed in their design that they lose focus. Step 7: Determine if the problem is multi-step The first time a student has a multi-step problem, they are confused. I've had success writing a 1 of (or above) the first step of the problem, or the first answer I need to find. You need to write a 2 next to the second step. Often students will only complete one step and stop. I keep telling the students that they're big kids now, their problems are harder, and they won't just have one step anymore. Step 8: Finally solve, students really need to figure out and solve the problem. Use the function that makes the most sense to the student. Sometimes they want to add when they could multiply. Repeated addition is not as effective, but a student can still get to the right answer. Want more information about CUBES Mathematics Word Problem Strategy? Click HERE to read another blog post about CUBES and CUBED posters and resources. The more you read about them, the more you'll find them worth it! Here are some of the sets of CUBES Math Word Problem Strategy resources that are in my Teachers Pay Teachers store if you want to look them up. Click to see this resource Click to learn about this resource Click to visit Teachers Pay Teachers Maybe much of this is a simple for you, but I hope that maybe there was even a little idea that got you thinking a little deeper about the word problems in your own class. Teachers are natural partners – we make each other better teachers simply by sharing ideas and discussing them. Pin this for later! ** There are other strategies and fixes where they are similar to these posters, but I absolutely love the CUBED (with it D) strategy better because of the emphasis with common core to have students represent mathematical problems with images or drawings (Drawings = D in CUBED strategy). Please stop again, or leave me a comment below, just so I know you're out there somewhere! Take care of it! Students seem to see a story problem and freeze. History problems are proving to be a tough concept for students to understand. The CUBES math strategy is a great tool for students to successfully help solve story problems. What is the CUBES MATH strategy The CUBES math strategy is a simple tool that teachers can teach their students to provide them step by step with workable steps to get over and understand what is being asked in a story problem. Each letter of CUBES represents an element that can work that students will make for their word problems. Disclaimer: I'm not an advocate for using the CUBES strategy as the only strategy to solve story problems. I believe other strategies, such as making a list, drawing an image, guessing and checking it out, acting it out, making a table, using objects, and writing a sentence number are just a few that need to be taught first. C is for circle numbers After students read through the word problem the first time, instruct them to go back and circle all the numbers or number words in the story. U is for Underline the question The next step is for students to emphasize the question that lies within the story problem. Teach students to think about the question and decide exactly what the question asks them to do with the numbers. Download these problem story work cards here B is for Box keywords When students draw a box around the keywords, they are often found within the question that has just been highlighted. This step can be a little difficult in some cases. For example: John has 16 green apples. There's four more green apples from red. How many red apples does John have? In this case, students need to stop and think... What's the question he's asking? Or What does the question want to know? E is to eliminate the extra information Some K-2 teachers choose to skip step E and some find it beneficial. This step requires students to return to the problem of history to decide whether there is information that can be ignored or ignored. S is about solving and controlling the problem After students have gone through the cubes math strategy steps, they have been working with the story problem quite a bit. They have acquired a understanding what the story problem is about and what is being asked for. The final step is to get the numbers, decide what to do with the numbers, solve and then check. Teach students to ask themselves, Does the answer make sense? Download these story problem work cards here. Anchor Chart and Free Student Standard An anchor chart is a great way to teach teach display of the CUBES mathematical strategy in the classroom. Here is a free standard student anchor chart that you can give your students to fill out when it comes over the anchor chart with the class. It is available for both cubs and cubs strategy. Save this idea Aren't you ready to apply this idea to your class? Click here to pin this idea to the Pinterest panel. Board.

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