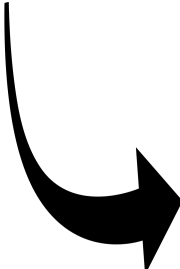# Problem Solving Behavior Continuum

Student Behaviors
If you are noticing these behaviors in students, they might need the skills at the bottom of the chart. Follow the path down to possible teach points that can respond to the student behaviors that are observed. This is not an exhaustive list, it is a starting point.

If you are noticing… Then…	*the student…* -doesn't know where to start. -uses the incorrect operation	*the student…* -only answered step one of the problem. -has an unreasonable answer.	*the student…* -work is unorganized. -goes straight to solving without a plan.	*the student…* -has only one way to solve. -solves correctly, but struggles to communicate why.
	Visualizing (Part of Read 1)	**Noticing the Question (Part of Read 2)**	**Setting up to Solve (Part of Read 3)**	**Justifying the Answer**

Progression of Skills
Students should master each step from left to right to work toward deep understanding of problem solving. This may mean that they stay in one section for an extended period of time.

	Visualizing (Part of Read 1)	**Noticing the Question (Part of Read 2)**	**Setting up to Solve (Part of Read 3)**	**Justifying the Answer**
Possible Learning Targets	I can use my reading skills to understand the problem. I can restate the problem in my own words.	I can write an answer statement or answer phrase. I can restate what the problem is	I can label the parts of the problem and set up a work space. I can choose the important	I can solve the problem in more than one way. I can explain my thinking in words.

	I can use objects to act out the problem. I can choose a representation that matches my visualization to help me solve.	asking me to find.	quantities. I can label my workspace with what I am solving for in each step.	I can use context when explaining why my answer is correct. I can explain why my answer makes sense mathematically.

Source: Dani Fry, via Edutopia