

GED Math And You Inquiry Activity #2:

Developing Your Math Action Plan

1. Identifying the Problem

Your task in this Inquiry Activity is to look at the section of the Action Plan in Appendix 3 that deals with math called “My Math Action Plan.” The questions asked in the Math Section of the Action Plan are:

- With which math subjects am I most familiar?
- What do I want to know about math?
- How can I use my reading skills to help with math word problems?
- How can I use my thinking skills to help with math word problems?
- How can I use my test-taking skills in the math portion of the GED?
- What parts of the “GED and You” Action Plan can I use in this Math Action Plan?

Again, don't start doing the work; start to think about your understanding of the questions. Ask others if you need clarification.

2. Becoming Familiar with the Problem (Individually)

- Review the work you did in Inquiry Activity #1 of this Learning Project.
- Review the Action Plan you developed.
- Review the questions in the math portion of the Action Plan listed above. Make some preliminary notes about what you already know about the subject.

3. Planning, Assigning and Performing Tasks Planning

This is an individual activity. Plan how you are going to approach the task of answering the questions.

Assigning

To be done individually.

Performing Tasks

Doing the Work

Start to think in a systematic way to develop an Action Plan for GED Math.

Reaching a Conclusion

Develop your Math Action Plan.

4. Sharing with Others

This activity is designed to help build awareness of the math portion of the GED, the math content and how the learner interacts with them. Becoming aware of these issues is an important part of the learning process.

Discussing them is important too. Everyone should at least share his or her Math Action Plan with the instructor. The Plan should indicate that the learner's understanding has deepened, each in different ways. Someone else's insight might help another learner's understanding, whether it is the instructor's or classmates'.

Decide if you would like to share your work with a partner, a group, or the class. You will be asked to share your revised plan with your instructor.

5. Reflecting, Extending and Evaluating Reflecting: Think about what you learned.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

- What new discoveries have you made about the GED, thinking skills or math?
- What questions do you have now about the GED, thinking skills or math?

Extending: Extend what you learned to new situations.

These questions tend to be creative or practical in Sternberg's *Successful Intelligence* model.

- Develop a new set of questions for the Math Action Plan.
- Who at work or in your neighborhood might be able to help you study math?

Evaluating: Assess what you learned and how you learned it.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

- How do you feel about your motivation to pass the math portion of the GED?
- Has your motivation to pass the GED increased?
- How are you going to study for math?
- Are you reading any more outside of class and if so, how might that have helped you in math?