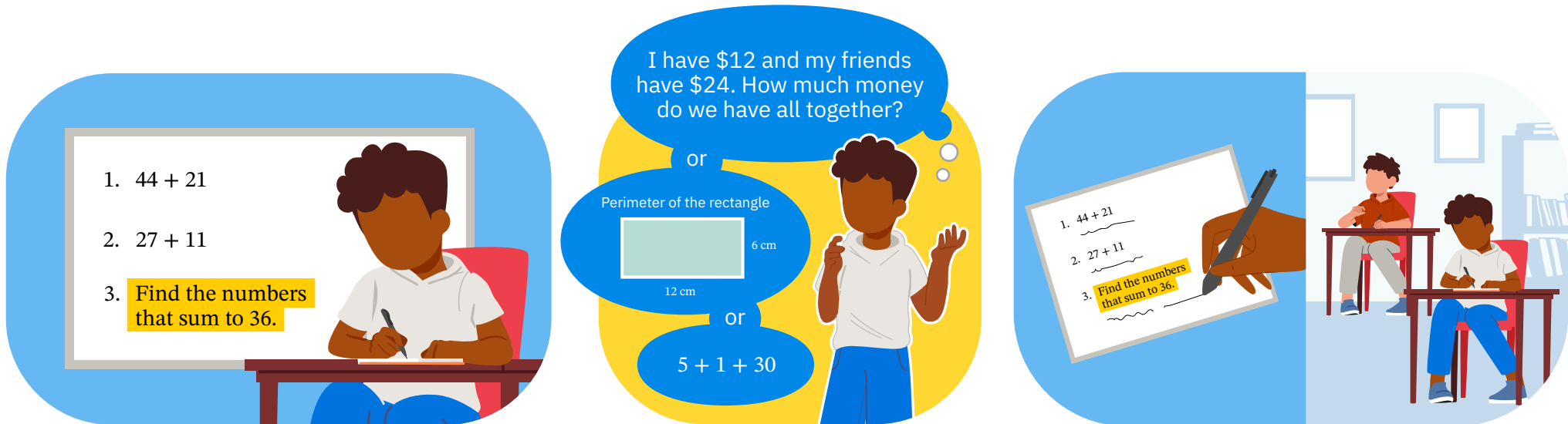


Reversal

Problems don't always have to be straight forward.

Ask students to reverse a problem by creating a new problem with that solution. Their new problem should focus on the same mathematics as the original and include a context or story problem.



Why Try It



This nudge fosters doing and undoing and **allows for multiple solutions** to a single problem. It also **increases accessibility** by letting students create contexts that make sense to them.

MLR 5: Co-Craft Questions and Problems

Students take a given math "answer" and create a problem that leads to it, or use a provided context to form a problem that can be solved within it. This encourages students to create relevant contexts and craft related questions, enhancing their understanding of how problems are structured and solved.

Teacher Notes

- A reversal works best once students have successfully solved problems in the forward direction.
- A reversal can be used for homework, a group task, or independent work time.
- Encourage students to include contextual (story) problems alongside symbolic questions.
- Guide students' thinking without providing a set procedure to complete the reversal.



Caution

Do not try to reverse every problem, it can be overwhelming for students. One problem is okay.

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