

Instructional Period



- A. Begin class immediately with a quick, crisp purposeful review (QCPR) that positively readies the students for the day's lesson. Embed in that review any definitions, formulas, theorems, strategies, procedures, and HW exercises to refresh student memory to set students up for success.
- B. Check for proficiency (CFP) by assigning one or two problems.
- C. Set the stage for new learning, "why" are we learning this?
- D. State the objective – what does meeting it mean and look like.
- E. Introduce new concepts and skills by using pre-chosen simple straightforward examples that work so students don't need a calculator. Leave example problems on the board so students can see the concepts develop or the patterns that lead to formulas or procedures. *Think out loud
- F. Continually link new material to previously learned math and outside experiences to review, reinforce or address student deficiencies.
- G. Student notes should reflect instruction. Be very prescriptive and directive in how the notes should look. Leave white space so there is not visual overload. Pacing is important!
- H. Write the procedure/formula developed on the board and have the whole class recite with an example beside it. While they recite, point to the steps in the example so you are double coding the information in the brain.
- I. Use the formula/algorithm to pace the students through practice problems.
- J. Use choral recitation and other memorization techniques when teaching new definitions, formulas, theorems or procedures.
- K. Provide paced guided practice, one or two problems at a time, and monitor student progress. Again, pacing is important! If students are hesitant or experiencing difficulty, bring the class back together and do another example or two at the board. Be sure to continually recite the algorithm or procedure as you are doing the problem.
- L. Be sure to explicitly teach vocabulary and notation before assigning reading.
- M. Assign HW that reflects instruction and notes; include reading, definitions, procedures, explanations, modeling, as well as exercises. *Read out loud
- N. Close the lesson by re-stating what the students learned.
- O. Close the period, when possible, with a long-term memory review (LTMR).