|  |  |
| --- | --- |
| **Offer Manipulatives*** What kind of manipulatives would you choose?
* How would you use them?

*Examples*: pattern blocks, fraction bars, colored cubes, base ten blocks© EDC, 2003 | **Use Visuals*** What would you put on the visuals?
* Where in the lesson would you use them? How?

*Examples*: large graph on chart paper, directions with graphics on overhead© EDC, 2003 |
| **Change Context** to make it more familiar or appealing to your students * How would you change the context?
* Why?

*Example*: change setting to a location students are familiar with© EDC, 2003 | **Use Multiple Representations*** How would you add to or strengthen the representations in the lesson?
* Why?

*Example*: a written description, graph, and table of the same data© EDC, 2003 |
| **Use Graphic Organizers** to help students understand concepts and organize ideas* What would the graphic organizer look like?
* How would you use it?

*Example*: concept map© EDC, 2003 | **Use a Template*** What would the template look like?
* How would you use it?

*Examples*: graph template with the axes set up; blank number line with marks for students to add numbers; table template with columns set up for students to fill in © EDC, 2003 |
| **Have Students Work in Pairs*** What kinds of students would be good partners for your example student(s)?

© EDC, 2003 | **Provide a Resource Sheet*** What kind of information would you provide on the Resource Sheet?
* When in the lesson would you give out the Resource Sheet?

*Example*: a sheet with examples and definitions for different polygons.© EDC, 2003 |
| **Offer Calculators*** How would students use the calculators?

 © EDC, 2003 | **Prepare Questions and Hints** * What questions or hints would you use if students have difficulty getting started?

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| **Reduce Amount of Copying for Students*** How would you reduce the amount of copying in this lesson for students?

© EDC, 2003 | **Provide a Check List*** What would you put on the check list?

*Example:* a check list with all the parts of a completed graph© EDC, 2003 |
| **Provide Timely and Constructive Feedback** * What would you look for in the students’ work and participation?
* When during the lesson would you try to give feedback?

© EDC, 2003 | **Check in Frequently with Students*** What would you look for when you check in with your example student?
* When during the lesson do you think it would be important to check in?

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| **Adjust Amount of Time for Tasks*** How would you adjust the amount of time for the example student(s)? Why?

© EDC, 2003 | **Adjust Level of Difficulty*** How would you adjust the level of difficulty for the example student(s)? Why?

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| **Provide Multiple Versions of the Problem*** What would each version look like?
* Which version would you give to the example student(s)?

*Examples:*: one version requires easier computations or fewer problems© EDC, 2003 | **Reword Directions*** How would you reword the directions?
* Why?

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| **Use Modeling*** What would you model in this lesson? Why?
* When in the lesson would you use modeling?

© EDC, 2003 | **Adjust Amount of Work*** How would you adjust the amount of work for the example student(s)? Why?

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| **Have Students Paraphrase** **Directions or Questions*** What would you want students to paraphrase?
* Why?

© EDC, 2003 | **Read Aloud*** What would you read aloud?
* Would you read to the whole class or to particular students?

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| **Preview Vocabulary*** What terms would you preview?
* How would you preview the vocabulary?

© EDC, 2003 | **Provide a Word Bank** with a list of vocabulary words* What terms would you put on the word bank?
* Would you give the word bank to all the students?

© EDC, 2003 |
| **Provide an Additional Example*** What kind of example would you use?
* Why?

© EDC, 2003 | **Make Connections to \_\_\_\_\_\_\_\_*** What connections would you make?
* Why?

© EDC, 2003 |
| **Use Cooperative Learning*** How would you use cooperative learning?

© EDC, 2003 | **Provide Opportunities for Practice*** What would you want students to practice?
* How?

© EDC, 2003 |
| **Review \_\_\_\_\_\_\_*** What would you want to review?
* Why?
* When during the lesson would you review?

© EDC, 2003 | **Use Technology Strategies*** What kind of technology would be useful for the example student(s)?

*Examples*: timer, portable keyboard, tape recorder, or software program.© EDC, 2003 |
|  **Offer Alternative Ways for Students to Show What they Know*** What alternatives would you offer? Why?

*Example*: allow students to draw instead of write.© EDC, 2003 | **Move from Concrete to Representational to Abstract*** How would you build or strengthen this sequence in the lesson or across lessons?

*Example*: students use manipulatives, then draw a representation of the problem, then write an equation© EDC, 2003 |
| **Teach/Model Organizational Strategies*** What strategies do you think would be useful for the example student(s)?
* How would you teach the strategies?

*Examples*: make a check list, set up problem on page to keep track of steps© EDC, 2003 | **Teach/Model Problem Solving Strategies*** What strategies do you think would be useful for the example student(s)?
* How would you teach the strategies?

*Examples*: make a diagram, work backwards, make a table or a list © EDC, 2003 |
| **Break Task into Smaller Pieces*** How would you break up the task?
* Why do you think this would be helpful for the example student(s)?

© EDC, 2003 | **Adjust the Amount of Work*** How would you adjust the amount of work? For whom?

© EDC, 2003 |
| **Model Self-Questioning/****Self-Monitoring Strategies*** What would you model?
* How would you do it?

*Examples*: “What is the problem asking me to do? What do I know? What do I need to figure out?”© EDC, 2003 | **Reformat Handout*** How would you change the handout?
* Why?

*Examples*: increase amount of white space, put table and graph on same page, decrease number of problems, add a template © EDC, 2003  |
| **Post Wall Charts or Bulletin Boards*** What would you want to display?
* Why?

© EDC, 2003 | **Use an Overhead Projector*** When during the lesson would you use an overhead?
* What would you show? Why?

© EDC, 2003 |
| **Keep the Class Discussion Short and Focused*** What questions would you most want the class to discuss?
* How would you foster the participation of the example student(s)?

© EDC, 2003 | **Have Students Highlight Key Information*** What information would you want students to highlight?
* Would you underline it for them on the handout or have them do it themselves?

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| **Teach Mnemonics*** What mnemonics would be useful for this math content?
* Why would this be a good strategy for your example student(s)?

*Example*: PEMDAS© EDC, 2003 | **Teach Memory Strategies*** What strategies would you teach? To whom?
* How would you teach them?

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