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| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |
| **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?   © EDC, 2003 |