

<p style="text-align: center;">Offer Manipulatives</p> <ul style="list-style-type: none"> • What kind of manipulatives would you choose? • How would you use them? <p><i>Examples:</i> pattern blocks, fraction bars, colored cubes, base ten blocks</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Use Visuals</p> <ul style="list-style-type: none"> • What would you put on the visuals? • Where in the lesson would you use them? How? <p><i>Examples:</i> large graph on chart paper, directions with graphics on overhead</p> <p>© EDC, 2003</p>
<p style="text-align: center;">Change Context to make it more familiar or appealing to your students</p> <ul style="list-style-type: none"> • How would you change the context? • Why? <p><i>Example:</i> change setting to a location students are familiar with</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Use Multiple Representations</p> <ul style="list-style-type: none"> • How would you add to or strengthen the representations in the lesson? • Why? <p><i>Example:</i> a written description, graph, and table of the same data</p> <p>© EDC, 2003</p>
<p style="text-align: center;">Use Graphic Organizers to help students understand concepts and organize ideas</p> <ul style="list-style-type: none"> • What would the graphic organizer look like? • How would you use it? <p><i>Example:</i> concept map</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Use a Template</p> <ul style="list-style-type: none"> • What would the template look like? • How would you use it? <p><i>Examples:</i> 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</p> <p>© EDC, 2003</p>

<p>Have Students Work in Pairs</p> <ul style="list-style-type: none"> • What kinds of students would be good partners for your example student(s)? <p>© EDC, 2003</p>	<p>Provide a Resource Sheet</p> <ul style="list-style-type: none"> • What kind of information would you provide on the Resource Sheet? • When in the lesson would you give out the Resource Sheet? <p><i>Example:</i> a sheet with examples and definitions for different polygons.</p> <p>© EDC, 2003</p>
<p>Offer Calculators</p> <ul style="list-style-type: none"> • How would students use the calculators? <p>© EDC, 2003</p>	<p>Prepare Questions and Hints</p> <ul style="list-style-type: none"> • What questions or hints would you use if students have difficulty getting started? <p>© EDC, 2003</p>
<p>Reduce Amount of Copying for Students</p> <ul style="list-style-type: none"> • How would you reduce the amount of copying in this lesson for students? <p>© EDC, 2003</p>	<p>Provide a Check List</p> <ul style="list-style-type: none"> • What would you put on the check list? <p><i>Example:</i> a check list with all the parts of a completed graph</p> <p>© EDC, 2003</p>

<p>Provide Timely and Constructive Feedback</p> <ul style="list-style-type: none"> • What would you look for in the students' work and participation? • When during the lesson would you try to give feedback? <p>© EDC, 2003</p>	<p>Check in Frequently with Students</p> <ul style="list-style-type: none"> • 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? <p>© EDC, 2003</p>
<p>Adjust Amount of Time for Tasks</p> <ul style="list-style-type: none"> • How would you adjust the amount of time for the example student(s)? Why? <p>© EDC, 2003</p>	<p>Adjust Level of Difficulty</p> <ul style="list-style-type: none"> • How would you adjust the level of difficulty for the example student(s)? Why? <p>© EDC, 2003</p>
<p>Provide Multiple Versions of the Problem</p> <ul style="list-style-type: none"> • What would each version look like? • Which version would you give to the example student(s)? <p><i>Examples::</i> one version requires easier computations or fewer problems</p> <p>© EDC, 2003</p>	<p>Reword Directions</p> <ul style="list-style-type: none"> • How would you reword the directions? • Why? <p>© EDC, 2003</p>

<p style="text-align: center;">Use Modeling</p> <ul style="list-style-type: none"> • What would you model in this lesson? Why? • When in the lesson would you use modeling? <p>© EDC, 2003</p>	<p style="text-align: center;">Adjust Amount of Work</p> <ul style="list-style-type: none"> • How would you adjust the amount of work for the example student(s)? Why? <p>© EDC, 2003</p>
<p style="text-align: center;">Have Students Paraphrase Directions or Questions</p> <ul style="list-style-type: none"> • What would you want students to paraphrase? • Why? <p>© EDC, 2003</p>	<p style="text-align: center;">Read Aloud</p> <ul style="list-style-type: none"> • What would you read aloud? • Would you read to the whole class or to particular students? <p>© EDC, 2003</p>
<p style="text-align: center;">Preview Vocabulary</p> <ul style="list-style-type: none"> • What terms would you preview? • How would you preview the vocabulary? <p>© EDC, 2003</p>	<p style="text-align: center;">Provide a Word Bank with a list of vocabulary words</p> <ul style="list-style-type: none"> • What terms would you put on the word bank? • Would you give the word bank to all the students? <p>© EDC, 2003</p>
<p style="text-align: center;">Provide an Additional Example</p> <ul style="list-style-type: none"> • What kind of example would you use? • Why? <p>© EDC, 2003</p>	<p style="text-align: center;">Make Connections to _____</p> <ul style="list-style-type: none"> • What connections would you make? • Why? <p>© EDC, 2003</p>

<p style="text-align: center;">Use Cooperative Learning</p> <ul style="list-style-type: none"> • How would you use cooperative learning? <p>© EDC, 2003</p>	<p style="text-align: center;">Provide Opportunities for Practice</p> <ul style="list-style-type: none"> • What would you want students to practice? • How? <p>© EDC, 2003</p>
<p style="text-align: center;">Review _____</p> <ul style="list-style-type: none"> • What would you want to review? • Why? • When during the lesson would you review? <p>© EDC, 2003</p>	<p style="text-align: center;">Use Technology Strategies</p> <ul style="list-style-type: none"> • What kind of technology would be useful for the example student(s)? <p><i>Examples:</i> timer, portable keyboard, tape recorder, or software program.</p> <p>© EDC, 2003</p>
<p style="text-align: center;">Offer Alternative Ways for Students to Show What they Know</p> <ul style="list-style-type: none"> • What alternatives would you offer? Why? <p><i>Example:</i> allow students to draw instead of write.</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Move from Concrete to Representational to Abstract</p> <ul style="list-style-type: none"> • How would you build or strengthen this sequence in the lesson or across lessons? <p><i>Example:</i> students use manipulatives, then draw a representation of the problem, then write an equation</p> <p>© EDC, 2003</p>

<p style="text-align: center;">Teach/Model Organizational Strategies</p> <ul style="list-style-type: none"> • What strategies do you think would be useful for the example student(s)? • How would you teach the strategies? <p><i>Examples:</i> make a check list, set up problem on page to keep track of steps</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Teach/Model Problem Solving Strategies</p> <ul style="list-style-type: none"> • What strategies do you think would be useful for the example student(s)? • How would you teach the strategies? <p><i>Examples:</i> make a diagram, work backwards, make a table or a list</p> <p>© EDC, 2003</p>
<p style="text-align: center;">Break Task into Smaller Pieces</p> <ul style="list-style-type: none"> • How would you break up the task? • Why do you think this would be helpful for the example student(s)? <p>© EDC, 2003</p>	<p style="text-align: center;">Adjust the Amount of Work</p> <ul style="list-style-type: none"> • How would you adjust the amount of work? For whom? <p>© EDC, 2003</p>
<p style="text-align: center;">Model Self-Questioning/ Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • What would you model? • How would you do it? <p><i>Examples:</i> “What is the problem asking me to do? What do I know? What do I need to figure out?”</p> <p>© EDC, 2003</p>	<p style="text-align: center;">Reformat Handout</p> <ul style="list-style-type: none"> • How would you change the handout? • Why? <p><i>Examples:</i> increase amount of white space, put table and graph on same page, decrease number of problems, add a template</p> <p>© EDC, 2003</p>

<p style="text-align: center;">Post Wall Charts or Bulletin Boards</p> <ul style="list-style-type: none"> • What would you want to display? • Why? <p>© EDC, 2003</p>	<p style="text-align: center;">Use an Overhead Projector</p> <ul style="list-style-type: none"> • When during the lesson would you use an overhead? • What would you show? Why? <p>© EDC, 2003</p>
<p style="text-align: center;">Keep the Class Discussion Short and Focused</p> <ul style="list-style-type: none"> • What questions would you most want the class to discuss? • How would you foster the participation of the example student(s)? <p>© EDC, 2003</p>	<p style="text-align: center;">Have Students Highlight Key Information</p> <ul style="list-style-type: none"> • What information would you want students to highlight? • Would you underline it for them on the handout or have them do it themselves? <p>© EDC, 2003</p>
<p style="text-align: center;">Teach Mnemonics</p> <ul style="list-style-type: none"> • What mnemonics would be useful for this math content? • Why would this be a good strategy for your example student(s)? <p><i>Example: PEMDAS</i></p> <p>© EDC, 2003</p>	<p style="text-align: center;">Teach Memory Strategies</p> <ul style="list-style-type: none"> • What strategies would you teach? To whom? • How would you teach them? <p>© EDC, 2003</p>