Public Schools of Brookline Tool
Classroom- and Research-Based Strategies Supplement: Mathematics

Student: _____ Grade: _____

Teacher: _____ Date: _____

Listed below are successful teaching strategies. Please check/highlight those you have implemented.

Skills/readiness are lower than grade level:
- ☐ Assessed for level of instruction
- ☐ Provided small group instruction
- ☐ Allowed student to use math facts table
- ☐ Used manipulatives

To improve the memorizing of math facts:
- ☐ Taught and practiced in a systematic way
- ☐ Provided extra opportunities to practice
- ☐ Provided references to assist in fact calculation
- ☐ Used mnemonic devises when possible
- ☐ Used songs, rhymes or games

To improve ability to attend to important details:
- ☐ Highlighted operational signs/key words and phrases in math problems
- ☐ Used vertical lines/graph paper for organizing work
- ☐ Reduced the amount of problems on a page
- ☐ Used a window overlay to isolate items on a page
- ☐ Had student repeat directions

Inability to read grade level word problems due to lower reading level:
- ☐ Aligned math word problems and directions with current reading level

To increase the rate of work completion:
- ☐ Reduced number of problems to complete
- ☐ Sent unfinished work home to complete
- ☐ Gave choices
- ☐ Used a timer
- ☐ Broke up long assignments into parts

To improve ability to sequence steps for computation:
- ☐ Provided multiple reviews of steps
- ☐ Used reference guide at seat
- ☐ Used acronyms and mnemonic devices
- ☐ Color coded steps
- ☐ Used manipulatives

To improve the understanding of concepts:
- ☐ Used concrete objects/manipulatives
- ☐ Gave extra time to explore and practice
- ☐ Taught/analyzed new vocabulary/terms
- ☐ Used simple, consistent language
- ☐ Provided visuals and examples
- ☐ Provided instruction in small group or 1-1

- ☐ Other strategies, including consultations with other specialists: