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.

	To immense the sure derectory dimension of a sure start
Skills/readiness are lower than grade level:	To improve the understanding of concepts: Used concrete objects/manipulatives
Provided small group instruction	Gave extra time to explore and practice
Allowed student to use math facts table	Taught/analyzed new vocabulary/terms
Used manipulatives	Used simple, consistent language
	Provided visuals and examples
To improve the memorizing of math facts:	Provided visuals and examples Provided instruction in small group or 1-1
Taught and practiced in a systematic way	
Provided extra opportunities to practice	
Provided references to assist in fact calculation	Other strategies, including consultations with other
Used mnemonic devises when possible	specialists:
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	