

Structuring a High Quality Math Lesson

A daily math lesson is a key component of a student's learning experience. Set aside an hour to an hour-and-a-half to focus on this important piece of the day (this includes teaching the lesson, guided practice, student work, correcting work, and going over student errors).

Here are suggestions to consider for **before**, **during**, and **after** the math lesson. Each suggestion is meant to maximize the opportunity for student success.

Before

- Ask yourself "What is my **objective** for today's lesson?" or "What will my child be able to do by the end of today's lesson?"
- Take note of specific **vocabulary** to be learned with today's lesson.
- Consider how best to **teach** the day's new concept.
 - What suggestions are there in the Teacher's Guide?
 - Is there a concrete way to teach this concept?
 - Are there other resources I need for success with this concept?
- **Practice** a few problems yourself.

During

- **Teach** the concept to your child using correct vocabulary.
 - Teach it in a concrete way whenever possible.
 - Look at examples.
- **Practice** a few problems together to check for understanding (This is known as **Guided Practice**). Re-teach the concept if it has not yet taken hold.
- **Assign** a reasonable number of practice problems for independent practice.
 - See suggested Assignment Guide in many teacher's additions.
 - Teach the standard you expect daily math assignments to look like.
 - answer column? show work? What is your expectation?
 - Divide the practice into chunks rather than expecting it all to get done in one sitting.
- Have your child check in with you after completing a few problems to make sure they are on the right track.

After

- Correct student work As Soon As Possible (give older kids the responsibility of correcting their own work using a calculator or key).
- Use mistakes as opportunities for learning.
- Look for applications of that concept in daily life to share with your child.