

## Classroom Practices: Middle and Upper Years

### Getting Started

Once you have established the order of your Accelerated Maths objectives (either by reordering or using the installed order), print an Objective List Report. Make copies for students so they can easily track their progress as objectives are mastered.

Assign only a few objectives at a time. This prevents students from working ahead of teaching.

Require students to maintain a maths notebook that includes lesson notes, sample problems, and new vocabulary for each objective.

Establish routines for scanning, testing, TOPS Report discussions, getting help and lesson participation. Reinforce routines throughout the year.

### Classroom Management

Become comfortable with students talking to one another and moving around the classroom during maths practice time.

Create space on the board for two lists: Help and Scan. Students add their names to either list as needed. This allows students to scan and to receive help in an orderly manner.

Use peer tutors to help with students' questions during maths practice time. To identify your peer tutors, print a Student Grouping Report to see which students have already mastered objectives that other students are working on.

### Teaching

When starting to use Accelerated Maths, teach lessons to the whole class. As students begin to work at different paces, use more small-group and individual teaching.

Adapt your teaching schedule according to student needs. Rather than teaching one objective each day, be open to a variety of models, including:

- Teach two related objectives in a day. Then have students practise the next day.
- Teach a complicated lesson one day and have students practise the next day.
- Teach some lessons in small groups to adapt teaching to ability levels.

### Exercise Assignments

For complex objectives, print exercises to use during the lesson. Choose eight free-response problems, identical for each student. Work the first two or three as a class during the lesson, detailing each step. Let the students work the remaining problems at their desks independently or in small groups. Use the results to identify students who may need additional teaching.

### Tests

Print regular tests when students are ready to test on three to five objectives. For struggling students, print tests on just one or two objectives.

Establish testing routines so you know which students are testing:

- Print tests on colored paper.
- Establish a “testing center” where students take tests in your classroom without distractions.
- Set aside one or two days a week as testing days for the class. On these days, students are not allowed to collaborate.

Tests can be printed as assisted- or free-response. Free-response tests are more work to mark, but allow you to examine each step of students' work more closely.

### Libraries

The Accelerated Maths libraries at the upper years level contain more objectives than we reasonably expect a student to master in one school year. These libraries were designed to enable educators to select those objectives that specifically meet their curriculum demands and to address the varied skills taught in upper years courses and textbooks.