**MATH MIX: New and Continuing PRIORITIES**

Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

Math Practice Standards should be emphasized

—particularly standard 1: **Make sense of problems and persevere in solving them.**

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Students need to take home an example of how to solve problems—that teachers prepare or that *they prepare* so they can practice correctly.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_solve problem, explain patterns and strategies \_\_write math booklet

\_\_make my own “anchor chart” \_\_make “math path”—steps to solution

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