



**SCHOLASTIC  
OFFICE OF  
EDUCATIONAL  
ASSISTANCE**

# Do The Math Product Overview

*Do The Math*, an intervention program for students in grades 2--6 who struggle with math, focuses on Numbers and Operations. *Do The Math* helps students to develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Sequenced and scaffolded lessons equip teachers with what they need to help students catch up and keep up.

## **Instructional Content and Design**

*Do The Math* lessons build on best practices for helping struggling students succeed in math. Scaffolded lessons focus on the essential content in mathematics so that students are not overwhelmed with extraneous material. In addition, lessons are carefully sequenced to help students build a solid foundation of understanding. The explicit, step-by-step instruction helps students develop understanding, learn skills, see relationships, and make connections. Learning experiences link concepts and skills to their mathematical representations and language.

The program is organized into 12 modules (3 per topic) that target addition & subtraction, multiplication, division, and fractions. Each module includes a series of 30 step-by-step lessons; each designed to be delivered in 30-minute classes five days a week. The following research-based instructional strategies ensure that students struggling in math succeed in learning mathematics:

### **Scaffolded Content**

*Do The Math* focuses on the essential content in mathematics, organized into manageable chunks. The lessons are explicit about the relationships among these chunks and are carefully sequenced to help students build a solid foundation of understanding.

### **Explicit Instruction**

Step-by-step lessons help students develop understanding, learn skills, see relationships, and make connections. Learning experiences link concepts and skills to their mathematical representations and language.

### **Multiple Exposures**

Lessons offer multiple opportunities for students to access the content. As a result, the lessons engage students with each concept and skill in several ways, deepening their mathematic knowledge.

- Manipulative materials provide students concrete experiences with abstract ideas.
- Games offer engaging situations where mathematical understandings and skills are reinforced.
- Children's literature supports the mathematical lessons and provides a springboard for instruction.
- Contexts make abstract mathematical ideas accessible.

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### **Gradual Release**

Four-phase pedagogy built on gradual release prepares students for individual success.

- Phase 1 – The teacher models and records the mathematical representation on the board.
- Phase 2 – The teacher models again, now eliciting responses from students, and again records on the board.
- Phase 3 – Students work in pairs to do the mathematics and then the teacher, once again, records on the board.
- Phase 4 – Students work independently, monitored and supported by the teacher.

### **“Think, Pair, Share”—Student Interaction to deepen understanding.**

- **Think:** students collect their thoughts individually.
- **Pair:** students discuss with a partner, both verbalizing their ideas.
- **Share:** students report to the whole group, giving students the opportunity to express their ideas and hear others’ ideas and perspectives, which helps them to clarify their thinking.

### **Meaningful Practice**

Carefully-constructed assignments provide students opportunities to practice, strengthen, and extend their learning. Students become motivated and maximize their success through games, assignments, and problem-solving situations.

### **Vocabulary and Language**

Vocabulary is introduced after students experience concepts; the vocabulary is then incorporated throughout the lessons to support students’ learning. This intentional vocabulary instruction is designed to help students develop effective communication – and an understanding – of math they are learning. A glossary in the *WorkSpace* provides students a reference for definitions.

### **Differentiation**

Ongoing assessment before, during and after lessons guides differentiation. Teachers also observe students working in the whole group, with partners, and independently. Specific guidance for how to promote understanding and address student misconceptions is integrated into all lessons. In addition, suggestions for differentiating instruction are included after assessments.

### **Assessments**

*Do The Math* contains evaluation tools that provide instructors and staff with information they can use to determine student placement, track progress and measure growth. During lessons, there are many opportunities for the teacher to informally assess the student’s understanding of mathematics. The program also administers formal assessments before each module, after every fifth lesson, and at the end of each module. Through these assessments, teachers are able to get a snapshot of what students know and monitor progress over use of the program.

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### **Screening/Diagnostic**

**Do The Math** offers screening and placement guidelines to get started in the program. The Beginning-of-Module Assessment is an easy-to-use pre-test that provides teachers with a snapshot of what students know.

### **Motivation and Engagement**

**Do The Math** provides a mathematical foundation for student success by offering step-by-step scaffolded and explicit instruction. Regular practice bolsters student confidence and competence. Engaging practice games keep students motivated while reinforcing key mathematical concepts. Games include some of Marilyn's favorites such as *Circles and Stars*, *Pathways*, *Division Bingo*, *Leftovers*, and *more*. Children's literature supports the mathematics in each module by providing an engaging springboard for instruction.

### **Intervention Strategies**

**Do The Math**, an intervention program based on basic arithmetic, helps at-risk and struggling students succeed in math. Through specific and intentional teaching solutions, **Do The Math** develops an understanding of mathematical skills and concepts. Informal and formal assessment opportunities allow instructors to monitor students' progress and make modifications to meet student's individual needs.

### **Home-School Connection**

The *Community News*, available in English and Spanish, is a newsletter that is sent home after every five lessons. Through this ongoing communication, parents are kept informed of the topics and concepts that have been presented in the classroom. The newsletter also includes suggested activities for students to try at home.

### **Professional Development**

**Do The Math** provides embedded professional development resources to help strengthen the teacher's knowledge, skills, and strategies as educators of students struggling with math. The following professional development solutions are available:

- The *TeacherSpace*<sup>™</sup> binder is ideal to organize all professional resources that relate to the program. It includes a CD-ROM with classroom footage videos, reproducibles, and professional articles.
- *Teaching Arithmetic* is a professional resource from Math Solutions Publications that provides mathematical and pedagogical support. Vignettes of actual lessons provide valuable teaching guidance and help bring the instruction to life.
- Three levels of professional development are available—Implementation training to support successful implementation of the program; professional development courses for math intervention; and custom professional development solutions building on school reform efforts. ,