

Questions and Answers

Should the modules be taught in a particular order?

Because the program's skill sequence is developmental and later modules build on skills presented in earlier modules, the first four modules of **Corrective Mathematics** must be presented in this order: *Addition*, *Subtraction*, *Multiplication*, and *Division*. *Basic Fractions* can be presented after *Addition*, *Subtraction*, and *Multiplication*. *Fractions*, *Decimals*, and *Percents* builds on skills taught in *Basic Fractions*.

Should all students be taught all modules?

If students are deficient in the skills presented in any of the modules, you would present the modules in order. However, all students need not begin with *Addition*. For example, a student who is proficient in addition and subtraction would begin with the *Multiplication* module and then go to *Division* or *Basic Fractions*.

How can I determine which modules are appropriate for my students?

The Comprehensive Placement Test will determine the module in which the students should begin the **Corrective Mathematics** series and the specific lesson on which the students should start. The test will also identify those students who are too advanced for any of the **Corrective Mathematics** modules as well as those students who are too low for any module in the series.

What materials are required for **Corrective Mathematics**?

Each module consists of a Teacher's Presentation Book, an Answer Key booklet, and one Workbook for each student. Optional **ExamView** software allows you to generate customized worksheets for practicing facts, computation, and test-taking formats.

How much instructional time does **Corrective Mathematics** require?

Each lesson will take between 25 and 45 minutes depending on the size of the group and the students' proficiency in reading story problems.

What are the advantages of the planned presentations?

The program provides a complete script of each lesson's activities. The scripts have been thoroughly tested to ensure that they communicate concepts clearly and are easily understood by students. For you, scripted lessons eliminate time-consuming lesson planning, which means that all your energy can be focused on teaching. For students, scripted lessons provide consistent lesson structure that eliminates anxious guessing about what is expected of them.

Do students receive adequate practice and review on skills they are taught?

Review is a fundamental part of every **Corrective Mathematics** lesson.

When a skill is first introduced, you provide step-by-step guidance as students work several problems. In later lessons, you give less guidance as skills are reviewed and expanded until students are working problems by themselves. All these activities incorporate review, but problems that are specifically for review appear in independent work throughout each module. In addition to practice found on worksheets, blackline masters for *Addition*, *Subtraction*, *Multiplication*, and *Division* provide ongoing, cumulative practice.

Do the students work independently?

During much of the lesson, you are guiding the lesson, ensuring that the students comprehend new concepts and that individual needs are met directly and effectively. You present exercises, listen to student responses, and correct errors immediately. Serious error patterns don't have a chance to develop. Students work independently only after you have established that they can successfully complete the activities.

What if I can't complete a lesson in the time allotted?

Your *primary* goal should be to teach responsively. At the conclusion of any exercise, each student should be *firm*—able to respond to all parts without making mistakes. Often you will have to repeat tasks to make sure that students are firm. If your initial criterion for a task is strict, the group will have less difficulty with similar tasks in subsequent lessons.

If you find that you cannot average at least a lesson a day after you have become familiar with the programs, there is a good chance your pacing is too slow. Make quick pacing your number one goal for yourself for the next several lessons. Read the lesson ahead of time so you are familiar with the content and teaching procedures. Practice the script aloud. Continue practicing until you can present each exercise at a relatively rapid rate.

What kind of standardized tests can I use with *Corrective Mathematics*?

The standardized test you use should correspond to the content of the modules you're teaching.

When possible, remedial students should be tested using a test that includes 4th- or 5th-grade math content. This is because remedial students are likely to make impressive gains without their gains being reflected by an on-level test. Tenth graders, for instance, who improve from a 4th- to a 6th-grade level will not show these gains on a 10th-grade test because a 10th-grade test measures the content of the 10th-grade curriculum.