Targeted Implementation & Planning Supports Mathematics

Grades 7, 8, and 9 Applied

5 Posters Teachers
I am convinced that children learn in more ways than I know how to teach.
Success, not failure
Fun, not fear
Excitement, not boredom
Activity, not passivity
Playfulness, not regimentation
Extensions, not limits
Pattern seeking, not just recognition
Co-operation, not just competition
Surprises, not just routines
Questioning, not just answering
Understanding, not just memorizing
Talking, not just listening
Teaching Through Problem Solving

Select thought-provoking problems.

Thoughtfully group or pair students.

Activate students’ prior knowledge and ensure understanding of the problem.

Orchestrate sharing of different strategies and justification of solutions.

Circulate, listen, observe, encourage, question, hint.
Don’t tell or evaluate strategies.

Provide time for students to think individually before discussing with partners.

Provide adequate time when posing questions for students to answer the question mentally before you choose a student to respond.

Facilitate student clarification of strategies and solutions.

Summarize key concepts, strategies, and solutions.
It is only natural for me to want them to be successful, but by merely telling them the answers, doing things for them, or showing them shortcuts, I relieve students of their responsibilities and deprive them of the opportunity to make sense of the mathematics they are learning.