



Subject: Math

Grade Level: Elementary School

DI Strategy: Compacting

### Elementary Math Compacting Lesson

In our math program, we are required to do one lesson a day, and I found that several of my students went through the lesson very quickly, and I did not feel like they were being challenged. At the same time, other students were really struggling with the lessons. I felt that by compacting the lesson for the stronger students, I could allow them to move ahead at their own pace and provide me the opportunity to focus on the students who needed more instruction and practice.

Before I started the next topic, I decided to create a pre-assessment so that I could see the individual needs of my students prior to the lesson. I created the pre-assessment based on what was expected of the students on the end of module (unit) assessment. Based on the results of this pre-assessment, I created two tiered centers for my students.

I continued teaching the fluency and application problems that are found at the beginning of the lesson to the whole group. However for the concept development part of the lesson, I wanted to be able to do some mini-lessons with the students who needed that additional help. The students who, based on the results of the pre-assessment, did not need those mini-lessons were assigned activities to work on independently or collaboratively.

I created a two-tier system. The first tier was for students who still needed some additional instruction. The second tier was for students who only needed some practice and then were ready to move onto the next topic. In the two tiers, students completed four stations focusing on concept development. Each tier received a color coded Learning Centers Contract which provided the instructions, expectations and which learning centers to complete. Each tier needed to complete four centers:

1. Math Facts
2. Place Value
3. Problem Solving
4. Teacher directed mini lesson

The name of the four stations were the same, but the activities completed at the stations were different based on the needs of the group. The second tier group received work that was a more challenging extension and introduced them to the next concept. We worked on these stations over a two day period.

I found that a result of implementing the compacting strategy, I was able to reduce the number of days spent on this topic and my students performed better on the unit assessment.