Sample Lesson Plan for Teach It Strategy

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Executive Function Skill Area Need: Working memory, sequencing

Background Information About the Student(s): Learning a new math skill that builds on knowing how to subtract, estimate, and multiply

Behaviors Observed Leading to the Identification of the Need: When we learn a new skill, we need to use earlier learned skills (multiplication, for example) to learn the new one (division, for example)

Strategy Selected and Why: The **Teach It Strategy** will help students review the previously learned skill of multiplication by teaching it to a peer.

Strategy to Be Used for the (please check response[s]):

- ☒ Whole Class
- ☐ Group
- ☐ Individual

Steps to Teach the Strategy:

- I explain the need for the strategy by telling the class we will soon be learning a new mathematics skill (division), and we need to make certain we remember the multiplication skills as we move forward. The Teach It Strategy will help us review.
- I will help the student(s) develop a goal that says, "I will show I understand multiplication by teaching it to my classmate."
- I will provide strategy sheets and cards and opportunities for practice by giving students the Strategy Support Reminder Sheet (SSRS) for the Teach It Strategy. We will discuss the name of the strategy and its steps.
- I will encourage student(s) to agree to try the strategy by saying, "Some of you are excited about learning a new math skill while others are wondering if it is going to be hard to learn. Everyone can learn the new math skill. We are just reviewing the multiplication skills you will be using by having you teach multiplication using the Teach It Strategy. The best part about this strategy is that you can use it for any subject!"
- I will teach the strategy to the student(s) during mathematics.

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- I will explicitly teach the strategy following the Teach It Strategy steps we discussed by using metacognition and the I Do, We Do, You Do approach, including checking for understanding:
  - ✓ **I Do:** I will model how to teach a lesson using the strategy. I will teach them to model how to multiply. They can use their skip counting skills for this. I will give examples (write 6 × 9 = 54) and non-examples (write 6 × 9 = 45). I will explain that if we do this non-example in a multistep problem, it will make the whole problem wrong.
  - ✓ **We Do:** We will then practice the modeling together.
  - ✓ **You Do:** Next, students will practice modeling independently. Students will then teach their paired classmate how to complete the skill using the Teach It Strategy: Their goal will be to teach their student to do the following: Write the problem, skip count, and write the answer using the I Do, We Do, You Do approach. The students then change roles and go through the process again.
- Prior to instruction, I provided the SSRS or cards useful for practice. Yes ☒ No ☐
- I will collect data on the progress of student(s) progress by noting
  - → the length of time for data collection: 1 day
  - → adaptations that I need to make: Any student who will find this difficult?
  - → whether the student can generalize the strategy into other settings. Briefly explain: They may need to help a friend with another skill in writing, for instance.
- We will celebrate the success of student(s) by congratulating them for being such good teachers, talking about how they felt being the teacher, and then looking at what they are going to learn next.

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