Content Planning Progression

Problem #1 **Step 2:** Rewrite the original problem with the answer included (no question) and Problem #2 show any modeling Problem #3 **Step 3: Gradually increase** the problem complexity (#s and wording) by adding back what was removed (question, distractors, etc) Problem #4 **Step 1:** Identify the original problem (released items, application problems, etc)

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Instructional Scaffolding Progression

Problem #1

A band has 10 members. They are arranged into 2 equal rows. There are 5 members in each

row.

XXXXX

XXXXX

 $10 \div 2 = 5$

Problem #2

A band has 15 members. They are arranged into 5 equal rows. There are 3 members in each

row.

 $\mathbf{X}\mathbf{X}\mathbf{X}$

XXX

 $\mathbf{X}\mathbf{X}\mathbf{X}$

XXX XXX

÷ = 3

Problem #3

A band has 20 members. They are arranged into 4 equal rows. How many band members are in each row?

Problem #4

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Instructional Guidance Progression

Heavily teacher guided and think aloud is modeled multiple times. Students write the number sentence then explain/discuss the number sentence to a peer

Teacher guidance is gradually reduced. Students do more of the think aloud & number sentence writing

The question is reintroduced into the problem. Further decrease the amount of teacher guidance.

The original problem is presented. Partner/ Independent work.

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