

Advice from Teachers

We asked educators around the country what advice they would share with people using *i-Ready Classroom Mathematics* for the first time. Here is what some of them said!



“I used to ask a few volunteers to show their strategy to the class. Now **I know I need to carefully select which strategies are shared with the goal of getting to the strategies in the book.** It has made a huge difference in student understanding!”

—Barbara S., LA



“It took a while to get students used to doing the thinking and talking. They were so used to me doing all the work! But **I kept using the Try–Discuss–Connect strategies in the program, and they started talking!** They remember so much more now!”

—Rick C., GA



“Believe in your students! We have a challenging population, and at first, I didn’t think our students could do it. But **we stuck with the program, and they CAN do it!**”

—Lana Q., CT



“I got a little behind and started skipping the Make Sense of the Problem and the partner conversation from the Try–Discuss–Connect [framework].

What a mistake! Students had a harder time developing strategies and weren’t as eager to talk about what they did.”

—Julie S., MI



“Don’t try to do everything when you are trying a program for the first time. *i-Ready Classroom [Mathematics]* comes with all the resources you’ll need, but **focus on using only the most important resources,** such as the presentation slides and differentiation activities.”

—Maria R., OH



“I always thought students needed to learn a skill before they could apply it to a problem. But now **I see that the context in the Try It problems actually helps students learn the skills,** and my students no longer skip the word problems because they think they’re too hard!”

—Tim M., OR



“**I have a number of students who are English Learners,** so we discuss the Connect It questions together as a class and I create a word bank as key words are shared. We start only writing the responses to one or two questions, but by the end of the year, students are writing responses on their own!”

—Carla N., CA



“**Use the program as it is written and don’t supplement with other resources.** I thought one problem couldn’t possibly fill a whole class period, but it’s amazing how much my students are learning about math—and how much they are learning! And I have everything I need in the [Teacher] Toolbox.”

—Angela U., NY