

ARDER P.S MATHEMATICS INSTRUCTIONAL MODEL



Stage 1: Preparation and Retrieval

Focus: Activate prior knowledge and develop fluency.



Stage 2: Modelling - 'I DO'

Focus: Explicitly teach new mathematical skills and concepts.





Stage 3: Guided Practice – 'WE DO'

Focus: Support students as they practise new learning with guidance.





Stage 4: Independent Practice – 'YOU DO'

Focus: Enable independent application of skills and knowledge.





Stage 5: Review and Reflect

Focus: Revisit and consolidate key ideas and assess understanding.



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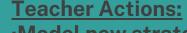
Teacher Actions:

- ·Share learning intention and success criteria clearly.
- Review prior concepts and vocabulary.
- ·Conduct short fluency warm-ups and retrieval practice.

Student Actions:

- ·Engage in fluency activities.
- ·Discuss and recall prior learning.
- **Explain connections to new learning.**





- ·Model new strategies and concepts step-by-step.
- ·Use visuals, manipulatives, and real-world contexts.
- ·Think aloud to show reasoning.

Student Actions:

- ·Watch and listen carefully.
- ·Ask clarifying questions.
- Record examples and key vocabulary.





Teacher Actions:

- ·Work through examples collaboratively.
- ·Ask key questions and address misconceptions.
- ·Provide feedback and encouragement.

Student Actions:

- ·Practise with support from teacher and peers.
- ·Explain reasoning and problem-solving steps.
- ·Collaborate to complete examples.





- ·Provide differentiated tasks for varied needs.
- ·Confer with small groups or individuals.
- ·Observe and collect evidence of learning.

Student Actions:

- ·Apply strategies independently.
- ·Persist through challenges.
- •Reflect on strategies and self-monitor.





Teacher Actions:

- ·Revisit learning intention and success criteria.
- ·Facilitate reflection and discussion.
- ·Provide feedback and conduct assessments.

Student Actions:

- Reflect on their learning progress.
- ·Share strategies and reasoning.
- ·Self-assess using success criteria.