In Lesson “1a”, activities focus on assessing a student’s background knowledge (through discussion), building rapport, generating excitement, and introducing the long division strategy. Discussions are very important throughout as students play a critical role in lesson progression and knowledge construction.

Throughout the lessons, we have selected tutor notes to help you anticipate possible challenges, as well as celebrations, for each of the 6 SRSD lessons. The tutor was a teacher candidate at the University of Wisconsin – La Crosse. This individual was working toward certification in the following areas: MC-EA (Grades 1-8) with a minor in math and special education (cross categorical). For this lesson, this tutor noted the following: What went well? I was very impressed about how many connections I could find. I believe this will be helpful; hopefully I will find a way to also help him connect long division to a topic that he is interested in. What areas of the lesson were challenging? When I was talking with this student about how long division is useful outside of school, he really struggled to come up with examples of division in real life. He alluded to not using long division in real life because he can't do long division in his head. I told him that I can't do long division in my head either and there is nothing wrong with needing a pencil and paper to do long division. I feel like I could have explained what I wanted him to do better, I should have asked him to create a story problem for me. Aha moments from working with this student - This student was able to tell me what a strategy was. He said that it was "something that can help you." He stated that using a multiplication table was a strategy when completing a multiplication problem. He also identified a strategy for completing chores at home. He said the strategy was "weird," but I think he is excited to learn how to use it!

I. Build Rapport - Make Connections - Generate Excitement

Make Introductions
Introduce yourself. Tell the students that you like helping students learn ways to make solving math problems easier, that you have tricks or strategies that help students learn better.

Ask Questions
Ask the student to tell you more about their interests. You can use this information later to tailor the instruction to include their personal interests.

Family?
Sports?
Other Interests?
Favorite subjects?
II. Explicit Discussion Related to Long Division & Explicit Teacher Modeling.
(Examples of how this could be done are provided below.)

Tell the student that you are excited about working on long division problems with them. Ask the student if they would like to create a long division story problem that you could solve together. If there is hesitation, ask them if you could create the problem with them. Create a 3-digit by 1-digit long division story problem that may resonate with this student based on his/her interests. For example, “I just won $615 and will get $100 more if I can quickly find a way to share that $ with 5 people equally.

Ask the student to help you solve the problem. Ask the student if they could help you use manipulatives or drawings to help you solve this problem. If the student isn’t sure how to do this, ask them if they have ever represented hundreds, tens, and ones with symbols. If the student cannot represent the numbers using symbols, continue to model, but realize that you will need to continue with Lesson 1b for your next lesson. If they are able to use shapes to represent the hundreds, tens, and ones, you will move to 1c for your next lesson.

Observations:

III. Explicit Discussion Related to “STRATEGIES” (in general)

Can they define “strategy” and share when/where they might use a strategy (e.g., in sports)? Share that a strategy is similar to having a PLAN. Have they ever used a strategy to successfully solve a long division problem?

IV. Explicit Discussion Related to the LONG DIVISION strategy

Introduce strategy = “What? Dead Monkeys Smell Bad! Really! Check it out!”

Generate excitement about this long division strategy

Show student(s) the form 1A (My Strategy for Long Division Sheet) to help him/her visualize steps.

V. Explicit Discussion Related to “Memorization”

Discuss the importance of memorizing – it will be easier to use the strategy!

Share that there will be a “test” at the beginning of each session – You are excited about seeing how many lesson it will take for them to memorize the 7 steps in the strategy!

VI. Explicit Discussion Related to Self-Regulation Strategies

Goal Setting - Have they ever set a goal for something and were they excited when they met their goal? You are going to incorporate this strategy – goal setting – into these lessons too. (Students who set goals – and monitor whether they meet these goals - are more motivated and usually
**Complete lessons at a quicker pace!** First goal they are going to set relates to memorizing the 7 steps in long division strategy.

1. **Set a Goal** – How many of the 7 steps can they memorize by the next lesson =

2. **Self-Monitoring** - Introduce the graphing sheet ("Form 2 = Goal/Self-Monitoring Sheet) and describe how this form will be used to document a student’s ability to memorize the strategies & their ability to use the strategy when solving long division problems.

**VII. Lesson Wrap Up**

1. Announce test! (No grade-for fun!) next session. They will come and write out the 7 tricks down the side of a piece of paper.

2. Give student a copy of the long division parts reminder chart. Have student put today’s work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
SRSD Math Targeted Treatment:
What? Dead Monkeys Smell Bad! Really! Check it Out!

Lesson 1b – May repeat if necessary.

Instructor: ________________ Date:___________________
Student: __________________________________ Total Time: ___________________

You are teaching Lesson “1b”, because during Lesson “1a”, the student had a difficult time representing hundreds, tens, and ones with symbols and needed more concrete examples. During this lesson, activities continue to focus on developing background knowledge. This is done through discussions, memorizing, modeling, and providing “scaffolded” levels of support (i.e., provide only as much support as needed in order for student to be successful). You will continue with this lesson until the student can successfully demonstrate how to use base-10 manipulative blocks to represent a long division problem. One tutor who delivered this instruction reported that a student needed two days (each session was approximately 25 minutes) to find success in this lesson. The tutor shared the following information.

Lesson 1b – Day 1: What went well? This student once again did awesome when it came to memorizing the strategy! He was able to write down the entire strategy and what each "letter" stood for. He could also recite the strategy with ease! This student, as always, was very agreeable and cooperative! I also really tried to emphasize the relationship between the base-10 blocks (100 little cubes in the square, 10 sticks in the square, 10 cubes in each stick...etc.) This student seemed to follow along well and I think using the base 10 blocks is going to help him see the big picture once we get rolling into the strategy more. His goal for next session is to be able to represent numbers using the base 10 blocks. This student was also able to answer my questions throughout the lesson as well much better than he has been able to in the past. Concerns? I didn't have as much time as I would have liked to; the lesson felt rushed at the end. Otherwise, there weren't any problems that I can identify, this student watched attentively as I was modeling so I am really happy about that! Aha moments from working with this student - I still haven't seen the "light bulb" go off quite yet, but I think using the blocks to help this student understand the "What" portion of the strategy. He was able to tell me by looking at the blocks at the end that 5 ones were able to go into each of the 6 groups and he told me that 2 was the remainder! Hopefully once he is comfortable with the concrete way of dividing the more abstract ways this student come easily to him as well!

Lesson 1b – Day 2: What went well? This student totally impressed me! He has completely remembered the strategy. He did have a bit of difficulty recalling what each step stood for when he was orally reciting it, but when he went to write it down he did wonderfully. I was also really impressed by the fact that he did so well using the blocks to do the dividing. He needed a fair amount of guidance to get started but once we got going he was really excited and this this willing to work on the problem. At the end once we got our answer, I asked him to draw the "what" and he did it perfectly with an explanation that involved place value! Concerns? This student seemed to almost rush through the problem when we were dividing. I had to remind him a few times to follow what the strategy said and to put checkmarks by the steps that he did. He would write the number on the top of the "house" and then rush into multiplying and subtracting. Aha moments from working with this
student - I am so happy and blown away by the fact that this student was able to draw the "what" completely on his own at the end of the division problem! It was a really big step and I think This student is ready to move on to learn how to use the strategy more!

I. **Review Work Completed Last Time & Generate Excitement**
   - You discussed solving 3-digit by 1-digit long division problems.
   - They helped you solve a problem.
   - They learned a 7-step strategy for solving long division problems.
   - They set a goal for memorizing # of parts of the strategy.

II. **“Test” & Remind about Upcoming “Tests”**
   - Give the student a sheet of paper and see how many steps of the strategy they can successfully write down on the paper.

III. **Explicit Discussion Related to Self-Regulation Strategies**
   - **Self-Monitoring**
     - Use the rocket to have them mark off how many of the 7 steps they remembered.
     - Remind them that if they get all 7 parts that they will be able to blast off the rocket! 😊
   - **Goal Setting**
     - Did they meet their goal. Congratulate them!
     - Have them set a goal for the next time.

IV. **Explicit Discussion Related to Long Division & Explicit Teacher Modeling.**
   *Model using strategy when solving a long division problem. Examples of how this could be done are provided below.*

   - Explicitly state that you are going to demonstrate how to use the strategy to help you solve a long division problem. Inquire about student’s current level of interest in learning this. If they are not interested, engage the student in a discussion about why learning this skill is important. Refer back to the discussions that occurred during session 1a.

   - **Model how using a strategy can help the student correctly solve a long division problem.**
     Take out a blank “Probe 1” and say something such as, "Ok, here is a long division problem. I’m a little concerned about doing everything I need to do to correctly solve this problem, but I don’t need to worry. Why? I have a strategy I can use to help me solve this problem. I am going to write that strategy down the side of this paper to help me remember all of the important steps!"

   - **Take out Form “1A” and a blank sheet of paper and model how to use the graphic organizer to recall the 7 steps.**
     Say something such as, “I haven’t memorized all of the steps yet, but that’s alright. I can use this organizer to help me. I am going to write down the first letter of each step down the side of this blank piece of paper. Writing more than the first letter will take too long. I can use this reminder sheet until I memorize all of the steps. The
strategy for solving a long division problem is **What? Dead Monkeys Smell Bad!**
**Really! Check it out!** So, I am going to write W, D, M, S, B, R, and C down the side of this paper.

___ **Model how to complete the W using base 10 manipulative blocks**
   ___ **Explicitly model how to use manipulatives to complete the “W”**
   ___ Say something such as the following, “Ok. Looking at my trick I see that the first thing I need to do is answer the “W” – What is this problem asking me to do?”, “I have a better way to help me understand the “W” in this trick. Instead of drawing the squares, lines, and circles… I am going to use these blocks to help me understand what this problem is asking me to do. Let’s look at the problem we tried to solve last time together. The problem was 615 divided by 5. The first letter – “W” – reminds me that I need to ask myself, “What is this problem asking me to do?” It looks like it is asking me to determine how many time “6s” can be evenly distributed into “5” piles. I am going to use these blocks to help me understand this…

   ___ **Proceed to divide the hundred blocks (if possible) to “_” sheets of paper.**
   ___ **State that you need to start with the hundreds.** Then, move to the tens, and finish with the ones when doing the next 5 steps.

   ___ **Model a self-regulation component: self-monitoring**
   ___ Place a check next to the W (that you wrote down the side of your piece of paper) to demonstrate that you have completed this first important step.

___ **Demonstrate the D – C, using a sheet of paper to help student focus on the hundreds column first!**
   ___ Use a blank sheet of paper and cover the tens and one column in the long division problem to stress the importance of starting in the hundreds position.
   ___ Each time you demonstrate a step (e.g., “D”), put a check next to that letter on the other sheet.

___ **Demonstrate Self-Monitoring, Self-Reinforcement, and Goal Setting**
   ___ Explicitly state that you are going to check and see how many steps you correctly completed.
   ___ Count the number of steps you completed and Congratulate yourself for reaching your goal.
   ___ Set a goal for the next time you meet. You want to see if you can do this again and want to see if your student will help you monitor whether you used all the steps and solved the problem correctly.

___ **Assess whether student has improved conceptual understanding.**
   ___ Ask student to write down the 7-steps on a piece of paper.
   ___ Write a new problem on a sheet of paper and ask the student to solve – following the 7-steps and using the base-10 blocks.
   ___ If the student can successfully do this without your assistance, complete the remaining steps in this lesson, and go to Lesson 1c when you next meet. If the student cannot do this without assistance, offer more support and
guidance by modeling how to use the strategies. Remember to use explicit self-talk when completing these actions!

V. Explicit Discussion Related to Important Self-Regulation Strategies

_____ Goal Setting - Make sure you write that goal down on the goal setting sheet.

_____ SET A GOAL – How many of the 7 steps can they memorize by the next lesson =

_____ Self-Monitoring - What kind of support do they think they will need when recalling? _____

VI. Lesson Wrap Up

_____ Announce test! (No grade-for fun!) next session. They will come and write out the 7-step strategy.

_____ Give student a copy of the long division parts reminder chart. Have student put today’s work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
SRSD Math Targeted Treatment:
What? Dead Monkeys Smell Bad! Really! Check it Out!

Lesson 1c – May repeat if necessary.

Instructor: ________________ Date:______________
Student: ___________________________ Total Time: ______________

You are teaching Lesson “1c” because the student demonstrated (in Lesson 1a or 1b) that they could successfully represent hundreds, tens, and ones (in Lesson 1a with squares, lines, and circles or in Lesson 1b with base-10 blocks). During Lesson 1c, activities continue to focus on developing background knowledge. This is done through discussions, explicit modeling, and providing scaffolded levels of support. The main difference between Lessons 1b and 1c is that the tutor is now modeling the “W” (What is this problem asking me to do?) using symbols vice manipulatives. This lesson should be repeated until the student indicates that they are ready to take more of the lead when using the strategy to complete the long-division math problem (i.e., they would like the modeling to decrease – they want to jump in!). No Tutor notes for this lesson.

___I. Review Work Completed Last Time & Generate Excitement
   _____ You discussed solving 3-digit by 1-digit long division problems.
   _____ They helped you solve a problem.
   _____ They memorized ___ parts of the 7-step long-division strategy for solving long division problems.
   _____ They set a goal for memorizing ____ # of parts of the strategy.

___II. “Test” & Remind about Upcoming “Tests”
   _____ Give the student a sheet of paper and see how many steps of the strategy they can successfully write down on the paper.

___III. Explicit Discussion Related to Self-Regulation Strategies
   _____ Self-Monitoring
       _____ Use the rocket to have them mark off how many of the 7 steps they remembered.
       _____ Remind them that if they get all 7 parts that they will be able to blast off the rocket! 😊
   _____ Goal Setting
       _____ Did they meet their goal. Congratulate them!
       _____ Have them set a goal for the next time.

___IV. Explicit Discussion Related to Long Division & Explicit Teacher Modeling
   (Model using strategy when solving a long division problem. Examples of how this could be done are provided below.)
   _____ Explicitly state that you are going to demonstrate how to use the strategy to help you solve a long division problem. Inquire about student’s current level of interest in learning this. If they are not interested, engage the student in a discussion
about why learning this skill is important. Refer back to the discussions that occurred during session 1a.

Model how using a strategy can help the student correctly solve a long division problem.

Take out a blank “Probe 1” and say something such as, “Ok, here is a long division problem. I’m a little concerned about doing everything I need to do to correctly solve this problem, but I don’t need to worry. Why? I have a strategy I can use to help me solve this problem. I am going to write that strategy down the side of this paper to help me remember all of the important steps!

Take out Form “1A” and a blank sheet of paper and model how to use the graphic organizer to recall the 7 steps.

Say something such as, “I haven’t memorized all of the steps yet, but that’s alright. I can use this organizer to help me. I am going to write down the first letter of each step down the side of this blank piece of paper. Writing more than the first letter will take too long. I can use this reminder sheet until I memorize all of the steps. The strategy for solving a long division problem is What? Dead Monkeys Smell Bad! Really! Check it out! So, I am going to write W, D, M, S, B, R, and C down the side of this paper.

Model how to complete the W using representations on a sheet of paper.

Explicitly model how to use manipulatives to complete the “W”

Say something such as the following, “Ok. Looking at my trick I see that the first thing I need to do is answer the “W” – What is this problem asking me to do?” Let’s look at the problem we tried to solve last time together. The problem was 615 divided by 5. This problem is asking me, “HOW MANY TIMES CAN I SHARE 615 WITH 5 GROUPS?” I am going to draw a picture to help me better understand the “W” and help me remember to NOT SKIP ANY IMPORTANT STEPS!” This problem is telling me that I have 615 things – maybe I’ll think of them as 615 pizzas. I need to know how I can evenly distribute or spread those pizzas into 5 different piles. I ALWAYS have to look at the biggest place value first. In this case, it’s the hundreds. I am going to represent those 6 hundreds with 6 squares. Next, I need to look at the next greatest place value – the tens. I am going to represent the “1” ten with 1 line. Next, I am going to look at the next greatest place value – the ones. I am going to represent the “5” with 5 circles. (See image below.)

The “W” when solving 615/5 =

![Image of representations]
_____ Proceed to divide the hundred blocks (if possible) to “__” sheets of paper.
State that you need to start with the hundreds. Then, move to the tens, and finish with the ones when doing the next 5 steps.

_____ Model a self-regulation component: self-monitoring
Place a check next to the W (that you wrote down the side of your piece of paper) to demonstrate that you have completed this first important step.

_____ Demonstrate the D – C, using a sheet of paper to help student focus on the hundreds column first!
_____ Use a blank sheet of paper and cover the tens and one column in the long division problem to stress the importance of starting in the hundreds position.
_____ Each time you demonstrate a step (e.g., “D”), put a check next to that letter on the other sheet.

_____ Demonstrate Self-Monitoring, Self-Reinforcement, and Goal Setting
_____ Explicitly state that you are going to check and see how many steps you correctly completed.
_____ Count the number of steps you completed and Congratulate yourself for reaching your goal.
_____ Set a goal for the next time you meet. You want to see if you can do this again and want to see if your student will help you monitor whether you used all the steps and solved the problem correctly.

__ V. Explicit Discussion Related to Important Self-Regulation Strategies
_____ Goal Setting - Make sure you write that goal down on the goal setting sheet.
_____ SET A GOAL – How many of the 7 steps can they memorize by the next lesson =
_____ Self-Monitoring _What kind of support do they think they will need when recalling? _____

__VI. Lesson Wrap Up
_____ Announce test! (No grade-for fun!) next session. They will come and write out the 7-step strategy.

_____ Give student a copy of the long division parts reminder chart. Have student put today’s work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
SRSD Math Targeted Treatment:
What? Dead Monkeys Smell Bad! Really! Check it Out!
Lesson 2 – May repeat if necessary.

(This lesson is different from Lesson 1c in several ways. First, the student should now have the strategy memorized and will now be showing you how they can apply the skills when solving a problem (the test is different in this lesson). Second, you are going to have the student practice self-monitoring procedures by evaluating your use of the strategy while solving a long-division problem (using the new form). Third, you will be using modeling self-talk and self-reinforcement – although an explicit discussion related to these self-regulation components will not occur until Lesson 3. Please provide as much help as needed - think” Zone of Proximal Development” and Vygotsky!)

One tutor who delivered this instruction reported that a student needed two days (each session was approximately 25 minutes) to find success in this lesson. The tutor shared the following information.

Lesson 2 – Day 1: What went well? He was able to complete a division problem on his own...once I realized that he was on the right track! He was able to correctly identify how many times each number could go into each of the 7 groups, he multiplied correctly, and he subtracted correctly. I needed to really remind him to use the strategy and to mark off each step that he completed, but once he did that, it was easy to follow his line of thinking. Challenges? I learned the hard way that I can't understand division when I am looking upside down. In the future this can be solved by this student and I sitting on the same side of the table (we have done this is previous lessons, but we need to make sure we can both see one another's papers easily at all times) When This student was using the strategy on his own, he quickly started writing things down on his paper and neglected to use the strategy. I think he completed the multiplication in his head, wrote it where the subtraction goes, then put the 4 on the top of the paper for the divide step. It was really difficult to follow what he did when I saw it upside down, so I pushed the "panic" button and started to model the problem for him. As the tapes show, I eventually figured out that he was on the right track in his problem, but that he needed to slow down and utilize the strategy's steps explicitly. I used a lot of time ineffectively when I intervened which led to the last half of the lesson feeling rushed. This student also needed some help with the "what" of the strategy. He forgot how to represent 1's and needed a bit of verbal prompting to get started. I wasn't sure how to chart that off progress monitoring paper because he didn't meet his goal. We put 3 check marks into the Rocket because he knew how to draw the hundreds, he had the correct number of blocks/cubes, and because he knew the problem was dividing by 7. Aha moments from working with this student - I didn't see the light bulb go off today, but it was great to see that he came to the correct answer when dividing and using the strategy on his own. A big goal for me is to help him realize that it is okay to slow down and to take everything step by step--the day I see that happen I this student be the happiest person in the world!

Lesson 2 – Day 2:
What went well? This student once again knocked writing down the strategy right out of the park! He wrote down the first letter of each of the steps and verbally told me what they stood for. When this student demonstrated how to use the strategy to solve a problem, I emphasized that he needed to SLOW down and bounce back and forth between the strategy steps and the math problem he was working on. When he was working on the problem, it took minimal prompting by me to remind him to work slowly and to check off each step as he completed it. He worked so carefully, slowly, and diligently and he came up with the correct answer! I was so proud of him! He said that it felt good to use the strategy; he even had a huge smile on his face!

Challenges? The only issue that I encountered with this student was that it still took some verbal prompting for him to remember how to draw the “What.” He wanted to begin by dividing the problem without addressing the “What.” I had to provide him with verbal cues in order to show each part of the “What.”

I realize that it had been a week since I had been there, so that may have caused some of his confusion. Aha moments from working with this student - I am sooo beyond excited that this student finally slowed down and used the strategy step by step! He worked carefully and slowly and answered the problem correctly too! I was so proud of him for finally reaching this 'milestone!' I am really looking forward to tackling the rest of the strategy with him.

Instructor: ____________________________ Date: _______________________
Student: ____________________________ Total Time: _______________________

I. Review Work Completed Last Time & Generate Excitement
   ____ You discussed solving 3-digit by 1-digit long division problems.
   ____ They helped you solve a problem.
   ____ They used a 7-step strategy for solving long division problems.
   ____ They set a goal for memorizing ____ # of parts of the strategy.

II. “Test” & Remind about Upcoming “Tests” – DIFFERENT FROM LESSONS 1B & 1C! Students should have the strategy memorized by this lesson! From this lesson forward, they will test their knowledge of the strategy by using it to solve one of problems from Probe 1, 2, or 3.
   ____ Give the student one of the problems from Probe 1, 2, or 3 to solve and a blank sheet of paper.
   ____ Ask the student to solve the problem using the strategy that you have been using.
   ____ Provide minimal support while the student recalls the steps in the strategy and writes the first letter of each step down the side of the paper. Was the student able to successfully complete this action without your support?
   ____ Provide a great deal of support to help the student successfully complete each step. They will most likely still need help addressing their misconceptions (e.g., equally distributing the hundreds number first, recalling multiplication facts). It is acceptable to provide the student with the multiplication table if they need this type of support.

III. Explicit Discussion Related to Self-Regulation Strategies - Introduce the new
form (Form 2) – You are modeling Self-Talk in this lesson, but not explicitly discussing until “Lesson 3”!

____ Self-Monitoring
____ Use the rocket to have them mark off how many of the 7 steps they remembered.
____ Remind them that if they get all 7 parts that they will be able to blast off the rocket! 😊

____ Goal Setting
____ Did they meet their goal. Congratulate them!
____ Have them set a goal for the next time.
____ If the student continues to struggle with memorizing the strategy, discuss importance of memorizing the strategy. Ask the student to share why they think it is important to memorize these steps and how it will help them in their classroom. Ask them how they could apply this strategy at home (e.g., when doing homework or…)

____ IV. Explicit Discussion Related to Long Division & Explicit Teacher Modeling
(Model using strategy when solving a long division problem. Examples of how this could be done are provided below.)

____ Discuss
____ Explicitly state you would like the student to help you monitor your performance. Tell the student that you will be solving a long division problem and will be “thinking out loud” when you solve the problem. You would like them to mark an “X” in the box when you have successfully completed a step.
____ Show students the new self-monitoring form and solve a long division problem. Use one of the problems from one of the probes.

____ Model using the 7-step problem & self-monitoring & self-talk skills
____ Model the entire problem while using ample self-talk. Start off the modeling by saying something such as, “oooh, this seems like a complicated long division problem, but I have a trick for solving this that will make it easier. I know I can write that trick down the side of my paper so that I don’t forget any of the steps!
____ Provide ample amounts of reinforcement to the student as they successfully mark off each step you complete (e.g., “Yes, that’s right. You can mark an x next to the “W” because I successfully demonstrated what the problem was asking by drawing this picture!”).

____ Model Self-Reinforcement
____ Model self-reinforcement strategy. In other words, model how to “reward” yourself for having successfully completed the steps. For example, when you are done, review how you successfully completed each of the 7 important steps and didn’t skip any. You did so well that you get to blast off your rocket.

____ If you have time, do this again, with another number. For example, ask the student if there are certain numbers that are more complicated for them to divide such as 796/8 (many students have problems with 6, 7, 8, and 9).
V. Lesson Wrap Up

_____ Announce test! (No grade-for fun!) next session. They will come and write out the 7-step strategy.

_____ Give student a copy of the long division parts reminder chart. Have student put today’s work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
SRSD Math Targeted Treatment:
What? Dead Monkeys Smell Bad! Really! Check it Out!

Lesson 3 – May repeat if necessary.

(This lesson is different from Lesson 2 in that you will be EXPLICITLY discussing the importance of generalization and self-talk (the importance of and the sheet you will use to identify phrases that the student can say to themselves to get started, encourage themselves while working, and say at the end when they are done working) and begin to identify specific statements that the student can say to themselves to get started, continue, and evaluate their work. By this lesson, you should also have created a graph that documents their success on successfully applying the long division skills in testing situations that are outside of tutoring. You will be using this graph to help motivate the student and help them set new goals.

Remember, SRSD stages (discuss it, develop background knowledge, memorize it, model it, support it, and independent performance) are recursive. If you sense that your student is faltering in this lesson, return to an earlier “stage” (e.g., discuss it) to ensure that your student is getting the support they need and to keep the momentum going!

One tutor who delivered this instruction reported that a student needed two days (each session was approximately 25 minutes) to find success in this lesson. The tutor shared the following information.

Lesson 3 – Day 1: What went well? This student used the entire strategy on his own during the test! He used each of the steps, worked slowly, and got the correct answer! During the second problem he worked on independently, he wrote down the steps of the problem on the side of the paper and went on to drawing the “What” without any verbal prompting from me! Challenges? Everything went incredibly smoothly! I can't think of anything to write down. Aha moments from working with this student - This student once again worked slowly and bounced between the problem and checking off the steps on the side of his paper without any prompting from me! He even drew a picture of the “what” as well without any assistance! He was so dedicated in his work that I had to stop him to say what I needed to say! This student also said that it felt good to slow down and to use the strategy. He said that it helped him by keeping him on track!

Lesson 3 – Day 2: What went well? This student was so willing to participate and to use self-talk during the session! He verbalized way more than I thought he would. He actually ended up talking aloud when he was solving the first problem. Challenges? In the first long division problem, this student was trying to work quickly at first. He almost forgot to do the W. I needed to remind him to do it. I don't know if he was trying to self-talk too much. Maybe I could have better modeled what self-talk actually looks like in a problem or intervened with things that he could have told himself as he was working. The second problem that we did went much smoother. This student was a bit quieter, but he worked much slower and in a much more organized fashion. Aha moments from working with this student - I noticed something really important about the way that this student does division sometimes. There were a few instances today that when he was on the D
step that he would write down the number that would be the answer after he divided correctly & multiplied and then write it down where he would subtract. So it looked like he was thinking about the problem in a multiplicative way (e.g., he had 17/3. This student wrote down 15 under the 17 without doing any of the division. I asked him to go back to the division step, he had a really hard time figuring out where he was once he got off track. He eventually figured out that 3 can go into 17 equally 5 times). It was very powerful insight and I hope to incorporate the use of self-talk into a situation like this in the future where he could say, “I know that the closest that I can get to 17 when I am dividing by 3 is 15. However many times 15 can make 3 groups evenly is my answer for my divide step.” This student also told me that the “middle” parts of long division can be the most difficult for him.

Instructor: ___________________________ Date: _______________________
Student: ___________________________ Total Time: ________________

I. Review Work Completed Last Time & Generate Excitement
   _____ You discussed solving 3-digit by 1-digit long division problems.
   _____ They helped you solve a problem.
   _____ They used a 7-step strategy for solving long division problems.
   _____ They set a goal for memorizing ___ # of parts of the strategy.

II. “Test” & Remind about Upcoming “Tests” – Similar to Lesson 2, however, your support should be decreasing! Students should have the strategy memorized by this lesson! The student will test their knowledge of the strategy by using it to solve one of problems from Probe 1, 2, or 3.
   _____ Give the student one of the problems from Probe 1, 2, or 3 to solve and a blank sheet of paper.
   _____ Ask the student to solve the problem using the strategy that you have been using.
   _____ Provide minimal support while the student recalls the steps in the strategy and writes the first letter of each step down the side of the paper. Was the student able to successfully complete this action without your support?
   _____ Provide less support (than in Lesson 2) while the student completes each step.
      They will most likely still need help addressing their misconceptions (e.g., equally distributing the hundreds number first, recalling multiplication facts). It is acceptable to provide the student with the multiplication table if they need this type of support.

III. Explicit Discussion Related to Self-Regulation Strategies - Take out “Form 2” & Graph showing their performance during testing sessions. You will be explicitly describing the importance of generalization and “self talk” in this lesson. Remember to be very explicit when discussing!
   _____ Self-Monitoring
      _____ Use the rocket to have them mark off how many of the 7 steps they successfully used during the opening “test”.
      _____ Have them look at the updated graph of their performance on out-of-tutoring-session probes. How are they doing?
Goal Setting

- Did they meet their goal? Congratulate them!
- Have them set a goal for the next time. How many correct would they like to get on a test or HW that is given outside of tutoring session?
- If the student continues to struggle with memorizing the strategy, discuss importance of memorizing the strategy. Ask the student to share why they think it is important to memorize these steps and how it will help them in their classroom. Ask them how they could apply this strategy at home (e.g., when doing homework or....)
- Discuss the importance of memorizing the strategy AND USING THE STRATEGY OUTSIDE OF YOUR TUTORING SESSIONS! For example, ask the student to share why they think it is important to memorize these steps and how it will help them in their classroom. Ask them how they could apply this strategy at home (e.g., when doing homework or....) Difference with Lesson 3 – Be very explicit that student should be using this strategy in her/his classroom to solve problems. Tell student that the purpose of these lessons is to help them when they are in other classes or solving long division problems at home. They should use the strategy in all of these environments!

Self-Talk

- Develop Background Knowledge of “Self-Talk”
  Ask the student if they ever say things to themselves when they are presented with challenges?
- Discuss “Self-Talk”
  Ask the student why we do this? Give examples of how you might do this. For example, is there a task that you find difficult that the student might appreciate (e.g., cleaning your room...doing the dishes)? Share how you often have to say things to get these tasks accomplished (e.g., “OK, if I break this into small parts it won’t be so bad and I can get this done!”)

IV. Student Takes More of the Lead Solving Long Division Problems!
(You have provided a great deal of modeling. The student is now more than likely ready to take a greater lead in solving the problems. If the student does not wish to take more of a lead – go back to Lesson 2. If he or she is ready, proceed with the following actions:

- Discuss
  Tell the student that today they will solve a problem and receive support from you whilst they demonstrate how to solve that problem using the
strategy that they have memorized. Ask them to identify one of the problems on Probe 1, 2, or 3 that they have been getting incorrect during testing sessions.

_____Provide Prompts (You may not have to prompt each step, prompt as much as is needed. Be very explicit with your prompts.)

_____ Say to the student, "Take out your own piece of paper and write the steps down the sheet of paper". (Explicit! Encourage!)

_____ Say to the student, "Please demonstrate how to complete the "W". Now, explicitly ask the student to show you how to complete the "W". If they forget, prompt them by asking them to draw a picture (or use manipulatives) to show you what the W is asking. Make sure you stress the importance of completing these steps in order (e.g., You always begin with the hundreds! You have to divide first! And so forth....Also, make sure you correct any misconceptions! Remind the student that they don’t always have to use the pictures. We’re doing this step now to help “picture” what a long division problem is asking us to do!) Do you notice misconceptions? Please note them here:

________________________________________________________________________________

_____ Say to the student, "Now, please show me how you would complete the other six steps in the problem." Please don’t forget to pause after you complete each step and put an “X” next to the step you just completed. (This is a very important step. Struggling students tend to rush through these steps and in their haste often make mistakes. Encourage them to slow down and praise them for their efforts!)

_____Provide ample amounts of reinforcement to the student as they successfully mark off each step you complete (e.g., "Yes, that’s right. You can mark an x next to the "W" because YOU successfully demonstrated what the problem was asking by drawing this picture!").

_____ Remind the student that they do not need to draw out the “w” each time. (Tell student that eventually they will not be drawing out a picture. Just using this strategy now to help them “picture” (conceptualize) what the problem is asking.

_____ If you have time, do this again, with another number. For example, ask the student if there are certain numbers that are more complicated for them to divide such as 796/8 (many students have problems with 6, 7, 8, and 9).

___V. Lesson Wrap Up

_____ Announce test! (No grade-for fun!) next session. They will come and write out the 7-step strategy.

_____Give student a copy of the long division parts reminder chart. Have student put today’s work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
SRSD Math Targeted Treatment:

What? Dead Monkeys Smell Bad! Really! Check it Out!

Lesson 4 - May repeat if necessary.

(In this lesson your student continues to take more of the lead (only provide as much support as is needed to spur your student forward). You should continue to stress the importance of writing the 7-step strategy down the side of a blank sheet of paper and continue to encourage your student to do this without your support (or as little support as is needed). Make sure you continue to have the student SLOW DOWN, solving a 3-digit by 1-digit problem while placing an “x” next to each step that they have completed IMMEDIATELY after each step has been accomplished.

Lesson 4 is also different from the others in that students will be sharing specific ways they have used the trick (long division 7-step trick AND self-regulation trick [use of self-statements]) outside of your tutoring sessions (i.e., they should be asked to share how they have generalized the trick to their other classes, their homework, or both. In this lesson, students also begin writing specific self-statements on their self-monitoring sheet (e.g., phrases that the students can say to themselves to get started, phrases they can say to encourage themselves while working, and phrases they can say when finished to help them evaluate their performance.) Also new to this lesson is that you are going to address specific misconceptions and explicitly share how using the strategy will help the student overcome these misconceptions!

Remember, SRSD stages (discuss it, develop background knowledge, memorize it, model it, support it, and independent performance) are recursive. If you sense that your student is faltering in this lesson, return to an earlier “stage” (e.g., discuss it) to ensure that your student is getting the support they need and to keep the momentum going!

One tutor who delivered this instruction reported that a student needed two days (each session was approximately 25 minutes) to find success in this lesson. The tutor shared the following information.

Lesson 4 – Day 1: What went well? This student rated his confidence level on a scale of 0-10 as a 10 when 10 was described as ‘being able to do it every time’ and a 0 was compared to ‘a little turtle scared tucked into its shell.’ This student did 2 problems PERFECTLY today! He wrote down the letters of the strategy before he even wrote the problem down on his paper. He also went through each step on his own without any prompting from me! When this student was working on his second problem, he was ‘whispering’ his self talk during the division step. He was trying to figure out what number was close to the number that we was trying to divide to see which number needs to go up on top. This student also said that he has used the strategy outside of class (but not on the probes...yet!)

Challenges? This student didn't really have any sense of how many more times I would need to come out to work on long division with him until he didn't need me anymore because he was an 'expert.' (Maybe I shouldn't have said he would be an expert.) I jokingly said 100 and he shrugged as though 100 would be acceptable. He later said that maybe 10 more times would be needed. I at one point said
that Shelby administers the probes to him on Thursdays. He gave me a goofy look and then I corrected myself and told him that I meant to say tests. Are we calling the probes 'tests'? What word should I have used? Aha moments - I saw his probe from 3/12 this afternoon. This same lesson will be repeated for the next session tomorrow. We will look at his probe from last time and I am planning on letting him take some time to see if he notices anything (no letters on the side, missing steps, etc.) during the misconceptions portion of the lesson. I will tell him explicitly that what we do for long division during our sessions is EXACTLY what he should be doing on the probes, in class, at home, etc. I plan on asking him why he works so quickly and if there is enough room on the paper. I will tell him that he can bring in his own paper for completing the probes in the future if he needs more space in which to work. I am hoping to see some "wdmsbrc's" on the probe from this week after tomorrow's lesson!

Lesson 4 – Day 1: What went well? This student worked really well on his problems again today. Both times that he solved long division problems, he was able to work without any prompting from me to slow down or to check off steps as he completed them! I can't wait until he starts doing this on his probes!! Challenges? This student’s grade got extra recess time today and he had to come in 15 minutes early to work on long division with me. I felt bad for him because he was stuck with me instead of with his friends! His teacher gave me a school cash coupon to give him as well as a piece of candy. This student didn't seem to mind coming in to work on math at all! AHA/STRUGGLE MOMENT - This student struggled when he went to solve his second problem of the day. He told me that he has a difficult time dividing numbers by 3 and 4 (I think this comes down to him not knowing the multiplication facts). This student chose to solve the problem 154/4. He did the first division step easily but had a difficult time dividing 37/4. He struggled for a bit and then said he didn't know what it was **He did have 36 written down under the 37, but he did not have anything written for the divide step.** I intervened and helped him get to the correct answer. I recognize that I could have explained the concept to him better to help him get to the fact that 4 can go in to 37 9 times equally. I printed off a multiplication chart and will bring that for future sessions. I plan on helping him work on dividing numbers by 3 and 4 in future lessons when he gets to work on problems without it being for a 'test.'

Instructor: ____________________ Date: ______________
Student: _____________________ Total Time: ______________

I. Review Work Completed Last Time & Generate Excitement
   _____ You discussed solving 3-digit by 1-digit long division problems.
   _____ They helped you solve a problem.
   _____ They used a 7-step strategy for solving long division problems.
   _____ They set a goal for using the strategy outside of your tutoring session & identifying specific comments they say to themselves to help them solve the problems!). Did they succeed?
II. “Test” & Remind about Upcoming “Tests” – Similar to Lesson 2, however, your support should be decreasing! Students should have the strategy memorized by this lesson! The student will test their knowledge of the strategy by using it to solve one of problems from Probe 1, 2, or 3.

Give the student one of the problems from Probe 1, 2, or 3 to solve and a blank sheet of paper.

Ask the student to solve the problem using the strategy that you have been using.

Provide minimal support while the student recalls the steps in the strategy and writes the first letter of each step down the side of the paper. Was the student able to successfully complete this action without your support?

Provide less support (than in Lesson 2) while the student completes each step. They will most likely still need help addressing their misconceptions (e.g., equally distributing the hundreds number first, recalling multiplication facts). It is acceptable to provide the student with the multiplication table if they need this type of support.

III. Explicit Discussion Related to Self-Regulation Strategies - Take out “Form 2” - completed during the last lesson.

Self-Monitoring

Use the rocket to have them mark off how many of the 7 steps they successfully used during the opening “test”.

Have them look at the updated graph of their performance on out-of-tutoring-session probes. How are they doing?

Goal Setting

Did they meet their goal. Congratulate them!

Have them set a goal for the next time.

If the student continues to struggle with memorizing the strategy, discuss importance of memorizing the strategy. Ask the student to share why they think it is important to memorize these steps and how it will help them in their classroom. Ask them how they could apply this strategy at home (e.g., when doing homework or....)

Discuss the importance of memorizing the strategy AND USING THE STRATEGY OUTSIDE OF YOUR TUTORING SESSIONS! For example, ask the student to share why they think it is important to memorize these steps and how it will help them in their classroom. Ask them how they could apply this strategy at home (e.g., when doing homework or....) DIFFERENCE WITH LESSON 3 – BE VERY EXPLICIT THAT STUDENT SHOULD BE USING THIS STRATEGY IN HER/HIS CLASSROOM TO SOLVE PROBLEMS. TELL STUDENT THAT THE PURPOSE OF THESE LESSONS IS TO HELP THEM WHEN THEY ARE IN OTHER CLASSES OR SOLVING LONG DIVISION PROBLEMS AT HOME. THEY SHOULD USE THE STRATEGY IN ALL OF THESE ENVIRONMENTS!

Self-Talk

Develop Background Knowledge of “Self-Talk”
Ask the student if they ever say things to themselves when they are presented with challenges?

Discuss "Self-Talk"
Ask the student why we do this? Give examples of how you might do this. For example, is there a task that you find difficult that the student might appreciate (e.g., cleaning your room...doing the dishes)? Share how you often have to say things to get these tasks accomplished (e.g., “OK, if I break this into small parts it won’t be so bad and I can get this done!”)

___IV. Review Misconceptions & Provide Strategy to Help Address! (NEW TO THIS LESSON!!)
This is a new step in lesson 4. By this lesson you should have analyzed the student’s past work and identified misconceptions. In this lesson you will explicitly address these misconceptions and give students a strategy to correct these problems. For example, the student I worked with repeatedly forgot about the “hundred” column AND worked so fast that they often forget to complete the steps in order.
___A. Tell the student that you noticed something in their previous work that might be preventing them from showing what they know AND you are going to help them so that they can more easily solve long division problems.
___B. Identify the problem and ask the student to share their thoughts. Have they noticed this happening?
___C. Would they like to learn about a trick that will help them correct this & make solving long division easier?
___D. Guide student – show them how using the strategy (the W, D, etc....) could help them resolve this misconception!

___V. Student Takes More of the Lead Solving Long Division Problems That Allow Him or Her to Address Unique Misconceptions!
(As in Lesson 3, you will be allowing the student to take more of the lead when applying the SRSD strategy to correctly solve a long division problem. The difference with this lesson is that you have identified a problem that addresses his/her unique misconceptions. The student is now more than likely ready to take a greater lead in solving the problems. If the student does not wish to take more of a lead – go back to Lesson 2 and model for the student – using a problem that address the misconception.)

___ Discuss
Tell the student that today they will solve another problem and receive support from you whilst they demonstrate how to solve that problem using the strategy that they have memorized. Choose one of the problems from Probes 1, 2, or 3 that allows them to work on their misconception.

___ Goal Setting – For this session & # of future lessons he/she anticipates needing to master these skills.
___ Ask student to set a goal for their work session today – Lead the student to hopefully make the following goal: Use the long division trick to resolve some errors that they have been making (e.g., forgetting the hundreds column or skipping some steps).
___ Write that goal on the new self-monitoring sheet (attached to lesson plan on google site).
___ Remind student that the ultimate goal is to be able to use this trick outside of your tutoring session.
Discuss how many more sessions you think it will take for student to successfully demonstrate the skill – even when you are not around (such as when they are being tested!).

Provide Prompts (You may not have to prompt each step, prompt only as much as is needed. Be very explicit with your prompts.)

Take out your own piece of paper and write the steps down the sheet of paper. (Explicit! Encourage!)

Say to the student, “Please demonstrate how to complete the “W”. Remind the student that they do not need to draw out the “w” each time. (Tell student that eventually they will not be drawing out a picture. Just using this strategy now to help them “picture” (conceptualize) what the problem is asking. However – Continue to stress the importance of completing these steps in order (e.g., You always begin with the hundreds! You have to divide first! And so forth....

Make sure you correct any misconceptions when completing the “W”! Do you notice misconceptions? Please note them here:

Say to the student, “Now, please show me how you would complete the other six steps in the problem.” Please don’t forget to pause after you complete each step and put an “X” next to the step you just completed. (This is a very important step. Struggling students tend to rush through these steps and in their haste often make mistakes. Encourage them to slow down and praise them for their efforts!)

Provide ample amounts of reinforcement to the student as they successfully mark off each step they complete (e.g., “Yes, that’s right. You can mark an x next to the “W” because YOU successfully demonstrated what the problem was asking by drawing this picture!”).

If you have time, do this again, with another number. For example, ask the student if there are certain numbers that are more complicated for them to divide such as 796/8 (many students have problems with 6, 7, 8, and 9).

Discuss Self-Talk

Discuss “Self-Talk” – Identify statements they have come up with and continue to write those down on their Form 2.

Generate new self-talk statements (at least 1) and write down on their Form 2. Help the student come up with this by identifying statements you feel would help the student address some of the common errors that they have been making. For example, you could write, “SLOW DOWN- DON’T SKIP ANY STEPS!” for the “during work” section.
VI. Lesson Wrap Up

Announce test! (No grade-for fun!) next session. They will come and write out the 7-step strategy.

Give student a copy of the long division parts reminder chart. Have student put today's work and their charts in their folder and give the folder back to you ~ explain you will bring the folder to every class.

Notes?
**SRSD Math Targeted Treatment:**

**What? Dead Monkeys Smell Bad! Really! Check It Out!**

**Lesson 5**

This lesson will most likely take you one to two days to complete. In this lesson your student continues to take more of the lead (only provide as much support as is needed to spur your student forward). You should continue to stress the importance of writing the 7-step strategy down the side of a blank sheet of paper and continue to encourage your student to do this without your support (or as little support as is needed). Make sure you continue to have the student SLOW DOWN, solving a 3-digit by 1-digit problem while placing an “x” next to each step that they have completed IMMEDIATELY after each step has been accomplished.

**Lesson 5 is different from Lesson 4 in that you are providing MUCH LESS SUPPORT. You will be very explicit with the student, telling him/her that the purpose of this lesson is for the student to use the long division strategy to monitor how well they are using the trick to help them complete EACH step of the long division strategy. This lesson is also different in that they should be bringing “proof” of how they used the strategy in a setting other than your tutoring session. Another difference with this lesson is that you want to give students AMPLE OPPORTUNITIES to complete as many problems as they can. While they are doing this, you provide reinforcement for students using strategies to address their UNIQUE MISCONCEPTIONS (also addressed in this lesson.)**

Remember, SRSD stages (discuss it, develop background knowledge, memorize it, model it, support it, and independent performance) are recursive. If you sense that your student is faltering in this lesson, return to an earlier “stage” (e.g., discuss it) to ensure that your student is getting the support they need and to keep the momentum going!

**Tutor’s Notes from Day one of this lesson:**

- **What went well? 1st day using this lesson** - This student completed 3 long division problems on his own, two with extremely minimal prompting from me (I did have to help him get back on track at one point after he misread the multiplication chart) and one problem without ANY help from me! He continues to work slowly. He seems confident as he solves the problems!
  
- **2nd day using this lesson** - This student used one of his self-talk statements when he was solving a problem! He was also able to correct a mistake that he made! **3rd day using this lesson** - This student completed 4 problems in his time with me. He only needed a few reminders and worked independently for the most part. This was a very successful lesson! I think this student is really close to knocking a probe out of the park. He is so motivated to work, uses self-talk, and has said he finds the strategy helpful--I’m just waiting for the aha moment on a probe that shows that he has really learned a lot from the sessions! It has to be close!

**Instructor:** ____________________________  **Date:** ____________________________

**Student:** ____________________________  **Total Time:** ____________________________

**Purpose:** Discuss It, (LESS STRESS OF MEMORIZING DURING THIS LESSON), Support It, Independent Performance (middle stages!) = Provide student a chance to use 7-step strategy when solving a long division problem (i.e., providing scaffolded levels of instruction). Please don’t forget to be encouraging & enthusiastic!

___ I. **Start the Recorder** (Make sure you or the students says date & treatment session)
II. **Review & Generate Excitement (~2 minutes)**

A. If it has been more than two school days since you last saw the student, make sure that you briefly spend time re-connecting and activating their prior knowledge. If you feel this is unnecessary, jump right into “B”.

B. Review the work that you completed last time:

   - Review their progress towards memorizing & applying strategy that will help them solve long division problems.
   - Review their work during the last session.
   - Review goal they set (e.g., number of tutoring sessions they think it will take for them to use these strategies outside of the classroom to a proficient degree (e.g., 8/10 correct?).

C. Check the device. - Make sure it is recording!

III. **“Test” & Discuss the Importance of Memorizing the strategies AND USING the strategy in settings other than your tutoring session** (This lesson is different. The stress of memorizing the steps is taken to the next level by stressing how memorizing will help them to GENERALIZE – even when you are not present.)

   *****Make sure you scaffold your level of support. In other words, keep this at the student’s level (think *Zone of Proximal Development*...vice *Zone of Distal Development* where they are failing b/c it is too challenging). Remind them to set a goal for next time. (e.g., How many of the 7 parts can they memorize?) This lesson is different in that students should now be moving past just using the strategy with you to using the strategy in the classroom, at home, in testing situations, etc...

   A. **TEST: APPLICATION OF STRATEGY -- ASK THE STUDENT TO DEMONSTRATE THEIR KNOWLEDGE OF THE STRATEGY WHILE SOLVING A LONG DIVISION PROBLEM:** Give him/her one of the problems from the probe (e.g. Probe#3)

      - Ask the student how confident they feel completing the steps while solving a long division problem, crossing off each step immediately after it is completed, and correctly solving the problem! Encourage the student! Write observational notes here: How confident were they?

      - How many steps could they successfully complete? ___________

      - Notes: ________________________________________________________

   B. **DISCUSS IMPORTANCE OF USING STRATEGY IN OTHER SITUATIONS!**

      Ask the student to share why it is important to use the strategy in situations other than your tutoring sessions.

   C. **Ask the student to share an example of how they used the long division trick outside of the classroom.** DIFFERENCE WITH LESSON 5 – In this lesson, students should be bringing you evidence of how they used the strategy in a setting other than your tutoring sessions.

IV. **Review Misconceptions - Discuss whether Strategy HELPED Student elsewhere**
This part of the lesson continues from Lesson 4. Analyze the student’s past work and identify misconceptions and explicitly address these misconceptions.

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A. Tell the student that you reviewed their most recent "test".

B. Ask students if they felt that the trick you taught them helped address the misconception that you identified during Lesson 4. Did it help on the test?

B. Show the student the most recent test and ask the student the problem and ask the student to share their thoughts. Ask them to share how they used the trick.

Notes:____________________________________________________________________________________

C. Depending on the student’s answers on the most recent probe, either provide more guidance on the same misconception (if the student continued to make the same type of errors) or provide guidance on another misconception. Guide student – show them how using the strategy (the W, D, etc…) could help them resolve this misconception!

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IV. **Self-Regulation Component & Support** .... Please take out the self-statement sheet. **THIS IS THE SAME AS IN LESSON 4!**

**Review Self-Talk**

___ Take out the self-statement sheet and ask student to share one statement that they use to help get them started (e.g., I have a trick to make this easier!), say while working (e.g., Am I slowing down and remembering to check off each step immediately after I complete it?), and say when they are done (That feels so good to know I did my best!).

___ If applicable, have students generate new self-talk statements

**Self-Monitoring**

___ Have student identify another problem from Probe ___ (whatever probe the student will be given next) to solve.

___ Have student complete all 7 steps while solving the problem.

___ Remind student that using the strategy will help them with the error that they have been making.

___ If necessary, Prompt the student to complete each step (you may not have to prompt each step, prompt as much as is needed.). Be very explicit with your prompts.

___ Provide ample amounts of reinforcement to the student as they successfully mark off each step that they complete (e.g., “Yes, that’s right. You can mark an x next to the “W” because YOU successfully demonstrated what the problem was asking by drawing this picture!”).

___ Remind the student that they do not need to draw out the “w” each time. (Tell student that eventually they will not be drawing out a picture. Just using this strategy now to help them “picture” (conceptualize) what the problem is asking.

___ Repeat these steps with as many problems from the new probe as possible.

**Goal Setting**

___ Ask student if they think they can solve more problems next time
without you providing them any hints (no hints on how to correct misconceptions and no hints on using each part of the trick when solving long division problems)

Ask the student to set a goal that they will use this strategy during testing situations and in their general education class.

**V. Lesson Wrap Up**

_____ Review the student’s goal for the next session (e.g., write all the tricks for solving long division problems down the side of a paper. Think of things they say to themselves “to keep going” when things get tough. Come up with at least 1 statement by the time they meet with you again!)

_____ Announce test! (No grade-for fun!) next session. They will come and write out the 7 tricks.

_____ Ask the student if they are having fun learning a trick to solve long division problems.

_____ Put away materials that the student completed (put the date at the top of each sheet they wrote on) and bring the session to a close.

**Notes from today’s session**

* * *
SRSD Math Targeted Treatment:
What? Dead Monkeys Smell Bad! Really! Check it Out!

Lesson 6

Instructor: ___________________________ Date: ________________________
Student: ___________________________ Total Time: ______________________

Purpose: Discuss it and INDEPENDENT PERFORMANCE!!!

You are teaching this lesson because based on the last administered probe, it is clear that the student was able to generalize the long division strategy - applying it (and monitoring his/her performance) in the testing situation. This lesson is to congratulate the student and to have him/her recognize their success (a critical component in becoming a self-regulated learner!)

I. Start the Recorder (Make sure you or the students says date & treatment session)

II. Review & Generate Excitement (~2 minutes)
   A. Review the work that goal that the student completed during your last tutoring session. (The goal should have been to use the trick-and monitor their performance using the trick-in a setting outside of your tutoring sessions – such as the testing situation!)
   B. Review their progress towards memorizing & applying strategy that will help them solve long division problems
   C. Show them their work on their last probe & changes in data on the graph!
   D. Ask them how they feel about their progress and have them write down their feelings on their self-statement sheet.

Specific comments you want to remember: _____________________________
_________________________________________________________________

C. Check the device. – Make sure it is recording!

III. Review Misconceptions & Provide Strategy to Help Address!

This step is switched around today so that you can quickly review their last probe and review one to two misconceptions before letting the student “loose”. 😊

A. Take out the last probe that they completed.
B. Tell the student that you noticed something in their previous work that might be preventing them from showing what they know AND you are going to help them so that they can more easily solve long division problems.
C. Identify the problem and ask the student to share their thoughts. Have they noticed this happening?
D. Show them a way to resolve that misconception.
E. Have them write your suggestion on their self-talk sheet.
E. Remind them that this is a REALLY BIG DEAL. TODAY YOU ARE GOING TO GIVE THEM AN ENTIRE SHEET AND NOT GIVE THEM ANY HELP BECAUSE THEY HAVE DEMONSTRATED THAT THEY ARE READY!!! 😊
IV. "Test" & Remind your student to continue to always use the strategies (writing down the steps and crossing each step off as it is completed) every time they solve long division problems.

*****Big deal today – YOU ARE NOT GOING TO PROVIDE THEM ANY ASSISTANCE UNTIL THEY ARE DONE WITH THE ENTIRE SHEET!

A. TEST: APPLICATION OF STRATEGY – GIVE THE STUDENT THE PROBE THAT THEY WILL BE COMPLETING DURING THEIR NEXT TESTING SESSION (WILL WILL BE GIVEN PROBE #3 ON 4/16).

Give the student the probe (for Will – this is probe #3) and ask the student to solve the problems.

Tell them that they might not be able to complete the entire sheet because you may run out of time, but they should work slowly to make sure that they complete all of the steps to the trick for every problem.

Now – give the student the probe. (Make sure you take notes while the student is working – Notice possible patterns. Does the student write the strategy down for each problem? Does he/she spend more time on the first few problems and less time at the end? Are there certain multiplication facts that seem to be throwing this student for a loop?).

A. With 5 minutes to go in tutoring session – Review Work – Self-Regulation Component

Share the answers for this probe (I will share this with tutors)

Please use a rocket sheet and divide the rocket into 10 parts. Identify the number of problems in which the student correctly wrote down all of the steps and monitored (crossed off or placed an “x” next to) their performance

Have the student share how they feel about the work that they completed.

Did they address the misconception using the strategy they had written on their self-statement sheet? YES or NO

How many problems did they write the strategy for and then cross off the steps in order?

How many correct digits did they get correct?

Have the student set a goal for their next tutoring or testing situation. Write this goal on their self-statement sheet.

V. Lesson Wrap Up

Review the student’s goal for the next session (e.g., write all the tricks for solving long division problems down the side of a paper. Think of things they say to themselves “to keep going” when things get tough. Come up with at least 1 statement by the time they meet with you again!)

Announce test! (No grade-for fun!) next session. They will come and write out the 7 tricks.
Ask the student if they are having fun learning a trick to solve long division problems.

Put away materials that the student completed (put the date at the top of each sheet they wrote on) and bring the session to a close.

**Notes from today’s session?**

**Big deal for next lesson is that they should try and bring you evidence that they have used this trick outside of their class session!**