

Teacher's Guide: Overview of Review Sets

What is this Integrated Math Curriculum?

Integrated Math (IM) Curriculum is a custom-designed, incremental system of follow-up practice, or reviews, that was originally developed by me, Mike Waski, with support from my former co-teachers. Over the last 18 months, it's been revised and updated with stronger, more robust content. Benefits of this system are that it is...

- **Recursive.** Previous skills are woven into new skills practice.
- **Manageable.** Each daily review has only 12 questions.
- **Year-long.** Each review set was designed to cover a full school year.
- **Progressive.** Questions build in complexity as the review sets progress.
- **Math Muscle Building.** The recursive, repetitive, daily practice allows steady confidence building of core skills.

What is meant by "Integrated Math?"

Review sets IM1-IM3 incorporate questions involving *general arithmetic, pre-algebra, algebra, geometry, and probability & statistics*. Consider: if you don't currently have an integrated approach to your math program, but instead have a focus on algebra, these reviews are a great tool for review of basic concepts from these other sub-disciplines. The reviews can keep students sharp in these other skills and prepped for inevitable standardized testing, such as high school entrance exams or annual state testing.

How Are the Review Sets Arranged?

- There are five years' worth of questions from IM1 through IM5.
- Here's how it breaks-down:
 - There are 12 questions in each daily review;
 - 7 daily reviews make up a set;
 - There are 16 sets in each IM1 through IM5 review set.

- There are two exams (a main exam and a retake) in each review set.
- Answer keys are also provided

How do I begin to implement these review sets?

First, take a look at the IM1-IM5 skills review list. It's a free download on the Math Institute website. For organizational purposes, it may be best to keep students roughly grouped together, so start students either at the beginning of a review set or halfway through (for example, try three groups starting at reviews 1, 9, and 17). Start them where you think they have had the majority of the skills previous to that review set.

As students work, monitor their progress. At first, students may need more lessons than just the three new skills introduced. This is natural, and after about three review sets, this ought to taper off and students will have had the lessons "back-filled." But if you or they are overwhelmed by the amount of new lessons, then perhaps the starting place is too advanced and you can move them back to another group.

Subscribe to the Math Institute for tutorials, helpful hints, and webinars to facilitate the adoption of the review sets in your classroom.