



Spaced Practice

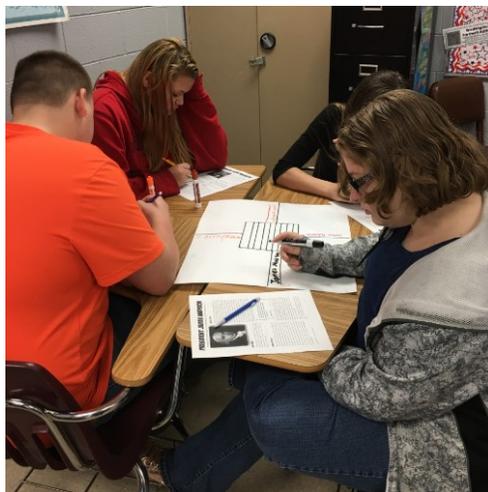
Spaced practice has to do with the frequency of different learning opportunities—having multiple exposures to an idea over several days to attain learning, and spacing the practice of skills over a long period of time (Hattie, 2017). This kind of approach to learning has an effect size of 0.71. Most textbooks focus student practice on the current skill being taught. A student might be expected to do up to 25 exercises on a particular skill like adding mixed numbers or finding all the adverbs in a passage. Sometimes teachers adjust the task to only doing the odd problems. But the point is that once the assignment is over, there is often no going back for ongoing practice and review. **Class practice is more effective when it is done in regularly spaced intervals, rather than clustered together for short, intensive periods of time. Effective teachers build previously learned content and skills into warm-ups, homework, collaborative group work, and other tasks in order maintain students' knowledge of critical concepts.**

The 2-4-2 Process

Steve Leinwand, a mathematics educator and author, describes a 2-4-2 process that is designed to build distributed practice into the homework process (Leinwand, 2016). Daily homework contains 2 questions on the new skill, 4 cumulative review questions, and 2 questions that support reasoning and justification by requiring students to show and explain their work. The cumulative review problems come from work the students have studied the day, week, or month before the current assignment. (The fourth problem in the group could be a diagnostic readiness check for work coming up or an additional cumulative review problem.)

By using this kind of routine, teachers can make sure they are using the idea of spaced practice effectively. Spaced practice also helps teachers gather important feedback about how much content students are retaining so that appropriate types and amounts of RtI can be provided.

Spotlight on Excellence



Shaun Whit's students at West Middle used a jigsaw activity with placemat consensus to read about the first four presidents and determine who had the strongest platform. Cooperative learning has an effect size of 0.59.

Upcoming Events

- ◆ March 12 ECHS Academy
- ◆ March 13 ECMS Academy
- ◆ March 14 WCHS Academy
- ◆ March 15 WCMS Academy
- ◆ March 14 ACT Bootcamp @ WCHS
- ◆ March 15 ACT Bootcamp @ECHS

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