

# PACING OPTIONS

The VideoText Interactive Mathematics programs can be paced in several ways, according to the age and/or need of your student.



VideoText *Interactive*

## ONE-YEAR PLAN

**The One-Year Plan for completing the entire Algebra program is designed primarily for the high school student that is in need of acquiring credits as soon as possible.** In addition, students who have already had Algebra 1, and are in need of only an Algebra 2 credit, can finish the Algebra program in one year, receiving Algebra 2 credit, and, in the process, "cleaning up" any issues from Algebra 1.

In this plan, the student is, **each day**, watching one video lesson, working with the exercises, and testing on the previous day's lesson, as follows:

- Step 1)** The day starts with a Quiz over the previous lesson, if one is prescribed, with the instructor grading only the answers, and letting the student analyze the errors, in order to verify mastery, and receive partial credit.
- Step 2)** The student then watches the new lesson, followed by the student "re-teaching" the lesson to the instructor, using the Course Notes.
- Step 3)** The student demonstrates understanding, by working 5-10 Exercises in the WorkText.
- Step 4)** The instructor checks only the answers, and requires the student to do error analysis, using the Solutions Manual.

**This procedure is repeated each day, allowing the student to cover the entire Algebra program in one year. The student receives full credit for Algebra 1 and Algebra 2 for this work.**



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## TWO-YEAR PLAN

**The Two-Year Plan for completing the entire Algebra program is designed primarily for the middle school or beginning high school student, who has time to go more slowly, and achieve a noticeably higher level of mastery.**

In this plan, the student is watching and working with a new lesson every other day, with the quizzes being given on the off-days, as follows:

### **Day One:**

- Step 1)** The student watches a new lesson, followed by the student re-teaching the lesson to the instructor, using the Course Notes.
- Step 2)** The student demonstrates understanding by working with 5-10 Exercises in the WorkText.
- Step 3)** The instructor checks only the answers, and requires the student to do error analysis, using the Solutions Manual.

### **Day Two:**

- Step 1)** The day starts with a quiz over the previous lesson, if one is prescribed.
- Step 2)** The instructor grades only the answers, and requires the student analyze the errors, in order to receive partial credit.

**This two-day cycle is repeated, allowing the student to complete the entire Algebra program in two years. The student receives Algebra 1 and Algebra 2 credit for this work.**



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## THREE-YEAR PLAN

The three-year plan is designed primarily for the very young student, who is proficient in Arithmetic, and needs to progress, but is apprehensive about starting Algebra.

In this plan, the student is **moving very slowly at first, and accelerates** through the period of the three years, as follows:

### YEAR 1

*The student will take this full year to complete the 27 lessons in Unit I (Module A), generally doing one lesson per week, as follows:*

**Day One** - A new concept will be introduced.

**Step 1)** As is usual, the student will participate in the concept development, by watching the Video Lesson.

**Step 2)** The student will teach the lesson back to the instructor, using the Course Notes.

**Step 3)** The student will work 5 Exercises.

**Step 4)** The instructor will check only the answers, requiring the student to use the Solutions Manual to analyze errors.

**Day Two** - Student understanding will be assessed.

**Step 1)** The student takes a quiz (Form A) over the previous day's lesson if one is prescribed.

**Step 2)** The instructor grades only the answers, and requires the student analyze the errors, in order to receive partial credit.

**Day Three** - The student repeats the activities of Day One, watching the lesson again, and doing five more Exercises. The benefit here, is like watching a movie the second time. The student will pick up details that may have been missed, and will also be reinforcing what was seen the first time.

**Day Four** - The student repeats the activities of Day Two, taking Form B of the quiz, and assessing the results as before.

**Day Five** - This may be a "Fun Friday", which is used to play a math game, or just a "free day", as a reward for good work.

## YEAR 2

The student begins with Unit II (Module B) and now does two lessons each week (as in the two-year plan), but still reserves Friday for review, or math games, etc. The student will have then covered half the program by the end of year two.

## YEAR 3

The student will now begin with unit IV (Module D), and do a new lesson every other day, as in the two-year plan. This will allow the student to complete the program by the end of year three.



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## THREE-YEAR PLAN

(variation)

**There is also a variation on the three-year plan, which allows a more developmentally ready student to move a little faster in Unit I (Module A), but continue at a relaxed pace throughout the program, as follows:**

**Day One** - As before, the student will watch the Video Lesson, teach the lesson back using the Course Notes, do 5-10 Exercises from the WorkText, and check and analyze solutions, using the Solutions Manual.

**Day Two** - As before, the student will take a quiz on the concept from the previous day's lesson, if one is prescribed, and the instructor will grade the quiz, requiring the student to analyze any errors.

**Day Three** - As a strong reinforcement, the student watches the Video Lesson again, and does five Exercises to demonstrate mastery.

**This three-day cycle will allow the student to finish the whole program in three years, covering approximately two modules per year.**