



### *How Do I Teach All the Concepts I Need to Teach?*

The complete instruction of grade-level concepts according to pacing charts is a great concern for many teachers as they begin to implement the Tabor Rotation Framework.

This concern is heightened with a much shorter time allotment. Here are some examples of how concepts could be taught during the week:

\*Days 1-5 Whole Group Mini-Lesson (20 minutes long)—3-5 simple concepts could be explored. 3 is an easy fit if several of the concepts need to be explored over a 2-day period. During a unit on fractions the week might begin with a review of the parts of a fraction and the types of fractions such as parts of a whole, part of a group, part of a number, or part of a number line.

\*Days 2 & 3, Teacher Time which is 20 minutes long--the most difficult new concept for the week. That's another concept. Some teachers put 2 difficult concepts into Teacher Time, especially when the concepts are easily combined such as comparing and ordering fractions.

\*In the Manipulatives station, on Days 2 & 3, you are providing students with a concrete exploration of a new concept that has been explored on Monday or Tuesday during WGM, or Whole-Group Mini-Lesson.

\*In the Games station, on Days 2 & 3, you are providing students with an interactive/competitive exploration of a new concept that has been explored on Monday or Tuesday during WGM Lesson.

\*Days 4 & 5 is when the teacher usually gives students an Application Menu of options of activities. All students will then have a chance to review and practice the new concepts they have been taught that week, or maybe provide additional exploration of concepts that are challenging and need intermittent reinforcement.

\*Days 4 & 5-Readiness Groups. This is when the teacher will extend for the ones who understand the new concepts that have been taught, challenge the ones who are on-level with understanding with additional practice according to interest/learning style, and review and give another type of exploration for the students who haven't quite understood all the concepts.

As you can see...there are plenty of ways to not just "cover" concepts, but to "uncover" them through varied modalities. This facilitates a true understanding of a concept and helps students apply what they are learning in all situations.

