# Most Difficult First

## Directions for Students

- Pay close attention to the lesson your teacher presents
- If you think you fully understand the concepts, use the first 15 minutes of the practice time to try the work your teacher has designated as Most Difficult First
- You must work alone, without help from the teacher or any other student. You must finish those examples in the time period set by your teacher. Your work must be readable by the checker, and you may have no more than one error.
- If you are done before the teacher has announced who the checker will be for the day, take your paper to the teacher for correction. If you are the first to demonstrate you have no more than one wrong, you may serve as the checker for the rest of the lesson time today. You may be the checker only once every week. On the other days you may work on extension activities for the rest of the period.
- If a checker has been names today, raise your hand when you are ready for him/her to check your work. You will only have one chance to show that you already understand the material being taught. If you have more than one item wrong, that means you need more practice and you should start at the beginning of the practice set or homework assignment.
- At the end of each class period, be sure to enter information about your extension activities in your Daily Log of Extension Activities for that subject area.

## How To Be A Checker

- You may be a checker once a week. On the other days, you are to work on extension activities if you have met the requirements for Most Difficult First.
- As the checker, you may not provide any help to students whose papers you are checking. You may not return to any student more than once.
- It the student's paper has one or none wrong, take the paper with you. If the student's paper has more than one wrong, say, "You have more than one wrong so you need more practice. Please start at the beginning of the practice assignment."
- Never discuss any information about students' correct or incorrect answers with Most Difficult First. You must keep that information confidential.

*Adapted from **The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All**, Winebrenner, S. & Brulles, D. (2008)

**Possible Uses:**

- **Two-sided paper (Easy/Hard) – Pick which one works for you.**
- **Provide most difficult questions to do first. If they can do it, no need to go to easy ones; if not, backtrack. (Know your target audience.)**

- **Centres with varying degrees of difficulty.**
- **Computer math games.**
- **Labelling diagrams.**
- **Math concepts**
- **Writing assignments**