Math Computation:
Promote Mastery of Math Facts Through Incremental Rehearsal

Incremental rehearsal builds student fluency in basic math facts. (It can also be used to learn sight words, ABCs, numbers, shapes, colors, etc…)

Materials
- Flash cards (Dollar Store)

Steps
- 1. The parent reviews the collection of math-fact cards with the student. Any of the math facts that the student can orally answer correctly within two seconds are considered to be known and are separated into one pile. Math facts that the student cannot yet answer correctly within two seconds are considered 'unknown' and collected in a second pile -- the 'unknown facts' deck.
- 2. The parent next randomly selects 9 cards from the pile of known math facts. Set the other unknown cards off to the side. It might be helpful to label the stack of the unknown cards. The rest of the pile of cards containing known math facts is put away ('discard deck'), not to be used further in this intervention.

For Homework each day:
The parent follows an incremental-rehearsal sequence each day when working with their child:
- First, the parent takes a single card from the 'unknown facts' deck. The parent reads the math fact on the card aloud, provides the answer, and prompts the student to read off and answer the same unknown problem.
- Next the parent takes one math fact from the 'known facts' deck and pairs it with the unknown problem. When shown the two problems in sequence, the student is asked during the presentation of each math fact to read off the problem and answer it. The student is judged to be successful on a problem if he or she orally provides the correct answer to that problem within 2 seconds. If the student commits an error on any card or hesitates for longer than two seconds, the tutor reads the math fact on the card aloud, gives the answer, then prompts the student to read off the same unknown problem and provide the answer. This review sequence continues until the student answers all cards within two seconds without errors.
- The parent then repeats the sequence--taking yet another problem from the 'known facts' deck to add to the expanding collection of math facts being reviewed ('review deck'). Each time, the parent prompts the student to read off and answer the whole series of math facts in the review deck, beginning with the unknown fact and then moving through the growing series of known facts that follow it.
- When the review deck has expanded to include one 'unknown' math fact followed by nine 'known' math facts, the last 'known' math fact that was added to the student's review deck is discarded (put away with the 'discard deck'). The previously 'unknown' math fact that the student has just successfully practiced in multiple trials is now treated as a 'known' math fact and is included as the first item in the nine-card 'known facts' deck for future drills.
- The drill is repeated over and over until all facts are considered “known”.