

ADHD:

Cover, Copy, and Compare

Rena Little

Cover, Copy, and Compare (CCC):

What is it?

- A five-step approach to basic math fact development
- Provides students with increased opportunities to respond to math material and to assess responses

Purpose:

- To improve speed and accuracy in basic math facts

Advantages:

- Efficient
- Requires little student training or teaching time
- Can be used with individuals, groups, or entire class
- Could be used as a study method for high school students who are working independently to improve basic skills
- Process could be adapted for higher level math skills
- Process could be taught to students as a means of studying for math tests

Procedure:

- **Materials:**
 - ➔ Training sheets of 10 math problems, with problems and answers listed down the left-hand side of the paper – one per student, with 1 to 3 sets per session
 - ➔ Assessment sheets with the same math problems listed down the left side, without the answers
 - ➔ 3" x 5" index card for each student
 - ➔ Stopwatch or watch with second hand for teacher (optional) (Could also use the on-line stopwatch at: www.online-stopwatch.com/online-countdown/)
 - ➔ Example of training sheet on overhead, computer/projector, or SMART board for demonstration purposes
 - ➔ Go to the following link to create a Cover, Copy, and Compare math worksheet:
www.lefthandlogic.com/mathprobe_old/allmult.php

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■ Method:

- ➔ Assess the current level of student achievement
 - Calculate the percent correct scores on math worksheets for the past 5 to 10 days,
 - Counting the number of correct digits on problems, or
 - Giving the students a Curriculum Based Mathematics Probe.
 - CBM manuals and samples can be found at: www.aimsweb.com
- ➔ Training Material
 - Provide training sheets to students
 - Use over head, SMART board or computer/projector sample to introduce and model
- ➔ Training Session
 - Silently read the first problem and answer on left side of paper
 - Cover that problem with the index card
 - Write the problem and answer from memory on the right side of the page
 - Uncover the problem and answer on the left to check if correct
 - Assess the response
 - If the problem and answer are written incorrectly, repeat the process before moving on to the next problem
 - Continue this problem with the remainder of the questions
- ➔ Training sheets
 - Following the demonstration of the method, have students do at least one training sheet
 - Give corrective feedback
- ➔ Use this method daily, or several times weekly
 - Use training sheets with the CCC process
- ➔ Assessment sheets
 - Provide these one to two times per week
 - Questions must correspond with training questions
 - May be timed
- ➔ Mastery
 - 90% + accuracy or 40 digits correct per minute
 - Once reached, move to another set
- ➔ Evaluate Intervention
 - Effectiveness of this strategy
 - Repeat the diagnostic assessment and compare the results.

■ Variations or Adaptations

- ➔ Can be adapted to learning course content in Science and Geography
- ➔ Useful for learning vocabulary and spelling
- ➔ Can be adapted to be used as a method of studying for tests

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For further information go to: www.interventioncentral.org/index.php/math/95-cover-copy-compare#

Or Jim Wright's PDF at:

http://docs.google.com/viewer?a=v&q=cache:T93yS9mqkKYJ:www.howardhighschool.net/index/Freshmen_files/WEB%2520-%2520Cover%2520Copy%2520Compare%2520Study%2520Strategy.pdf+cover+copy+and+compare+pdf&hl=en&gl=ca&pid=bl&srcid=ADGEESh-ph23jSgY-Dlh-0mFfyOikkyhLUO2ypfxyYnVzE2KA1rxZVSu0bTyDNoavEKi6CUF-Dgn1CrQZXCOfohAQR9Y1r2UixFOL4DjAg51BZ0_7-q1JkhojSravnCcKefzX3Rkyu&sig=AHIEtbQFxOrF5lCqGilTZDrTimtyHDj78g