

### *Most Difficult First*

Here's the dilemma: Some students may know the material covered in your next practice activity/ assignment. This strategy lends itself to skill-based content rather than conceptual content.

Giving them a shortened version (most difficult problem first) allows them to demonstrate their mastery and move on to more challenging material.

1. Before you give an assignment, determine which items are examples of the most difficult work of the entire assignment/task. Sometimes these appear sequentially at the end of the assignment but not always.

2. Five examples is a reasonable number, but you may choose a few more or less, using your judgment.

Allow students designated by you to decide if they want to use this approach or if they want to do all the items.

Check students' work when they finish. If they have all problems correct or have just missed one, provide them with an alternate assignment that meets their learning needs. OR, the first one to finish (with four or five correct) becomes the "checker" for the rest of the period.

When you begin a new lesson, these students should rejoin the rest of the class for instruction.