



Math Facts: Cover-Copy-Compare

DESCRIPTION: In this intervention to promote acquisition of math facts, the student is given a math-facts sheet with the target facts presented with answers. The student looks at math-fact model (equation and answer), covers the model briefly and copies it from memory, then compares the copied math fact and answer to the original correct model (Skinner, McLaughlin & Logan, 1997).

GROUP SIZE: Whole class, small group, individual student **TIME:** Variable up to 15 minutes per session

MATERIALS:

- *Worksheet: Cover-Copy-Compare* (attached)
- *Log: Mastered Math-Facts* (attached)

INTERVENTION STEPS: Here are the steps of Cover-Copy-Compare for math facts:

1. *[Teacher] Create a Cover-Copy-Compare Math-Fact Sheet.* The teacher selects up to 10 math facts for the student to work on during the session and writes those math facts as correct models (equation plus answer) into the left column ('Math Facts') of the *Worksheet: Cover-Copy-Compare* (attached). The teacher then pre-folds the sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.
2. *[Student] Use the Cover-Copy-Compare Procedures.* During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each math fact:
 - Look at the math fact with answer that appears in the left column of the sheet.
 - Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').
 - Copy the math fact and answer from memory, writing it in the first response blank under the 'Student Response' section of the math-fact sheet ('Copy').
 - Uncover the correct model and compare it to the student response ('Compare'). If the student has written the math fact and answer CORRECTLY, the student moves to the next math fact on the list and repeats these procedures. If the student has written the math fact and answer INCORRECTLY, the student draws a line through the incorrect response, studies the correct model again, covers the model, copies the math fact and answer from memory into the second response blank under the 'Student Response' section of the sheet, and again checks the correctness of the copied math fact..
 - Continue until all math facts on the sheet have been copied and checked against the correct models.
3. *[Teacher] Log: Math Facts Mastered by Student.* The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a math fact (e.g., when the student is able to copy a math fact plus answer from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log math facts mastered in each session, using the *Log: Mastered Math Facts* sheet (attached).

References



Skinner, C. H., McLaughlin, T. F., & Logan, P. (1997). Cover, copy, and compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education, 7*, 295-306.



Worksheet: **Cover-Copy-Compare** Student: _____ Date: _____

Math Facts	Student Response
1.	1a.
	1b.
2.	2a.
	2b.
3.	3a.
	3b.
4.	4a.
	4b.
5.	5a.
	5b.
6.	6a.
	6b.
7.	7a.
	7b.
8.	8a.
	8b.
9.	9a.
	9b.
10.	10a.
	10b.

Fold Line



Log: Mastered Math Facts

Student: _____ School Yr: _____ Classroom/Course: _____

Math-Facts Cumulative Mastery Log: During the intervention, log each mastered math fact below with date of mastery.

Math Fact: _____ Date: __/__/__

Math Fact: _____ Date: __/__/__

Math Fact: _____ Date: __/__/__

Math Fact: _____ Date: __/__/__

Math Fact: _____ Date: __/__/__

Math Fact: _____ Date: __/__/__

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