Abstract: This paper provides an overview and research summary of Direct Instruction (DI) mathematics programs, specifically *DISTAR Arithmetic I* and

NCTM Principles

Primary Approaches to Math Instruction

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[illegible] 100 [illegible] 10 [illegible] 0, [illegible] 100. [illegible] 100 [illegible] 100 [illegible]

Table 1

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E [illegible]	E [illegible]
[illegible]	[illegible]
[illegible]	E [illegible]
[illegible]	[illegible]
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Efficacy of Direct Approach in Meeting the NCTM Principles for Improving Math Instruction

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Table 2

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Figure 1

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EXERCISE 1 EQUALITY

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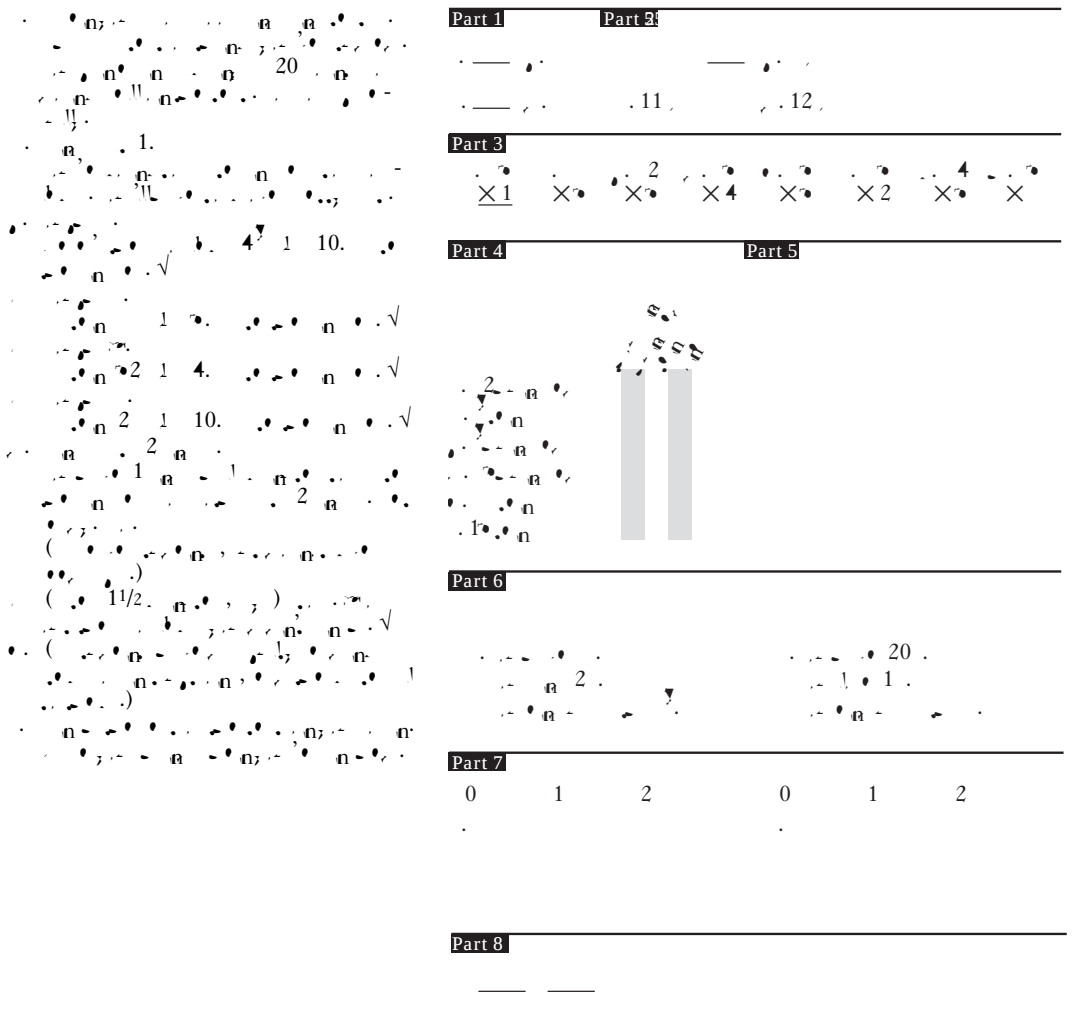
[illegible] 4 (E[illegible], & E[illegible], 1 [illegible], . 22).

ff [illegible] *q;* [illegible] (1 [illegible]) [illegible]

[illegible] ([illegible], & [illegible], 1). [illegible]

Figure 4



Direct Instruction Math Programs

Table 3

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E[illegible] (1 [illegible]), [illegible] 120 [illegible] 10 [illegible] *f* [illegible] *f* ; [illegible] *ff*

Structure of DI Math Programs

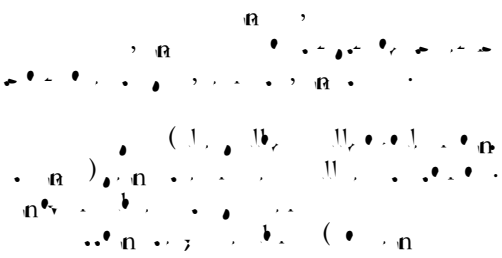

Table 6

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Figure 6

TASK 2 SYMBOL IDENTIFICATION
Introducing a New Symbol

point . Touch .

Group Activity

4

a. . This is a four.
What is this? 4.
Yes, this is a four.

b. . Is this a four?
. This is a four.
Is this a four?

4

c. . Is this a four?
4.

d. When I touch it, tell me what it is.
e. . Get ready.

f.
Individual Test

TASK 2 SYMBOL IDENTIFICATION
Introducing a New Symbol

point . Touch .

Group Activity

2

a. . This is a two.
What is this? 2.
Yes, this is a two.

4

b. . Is this a two?
4.
. This is a two.
Is this a two?

2

c. . Is this a two?
2.

d. When I touch it, tell me what it is.
e. (.) Get ready.

f.
Individual Test

Research Synthesis on DI Mathematics Programs

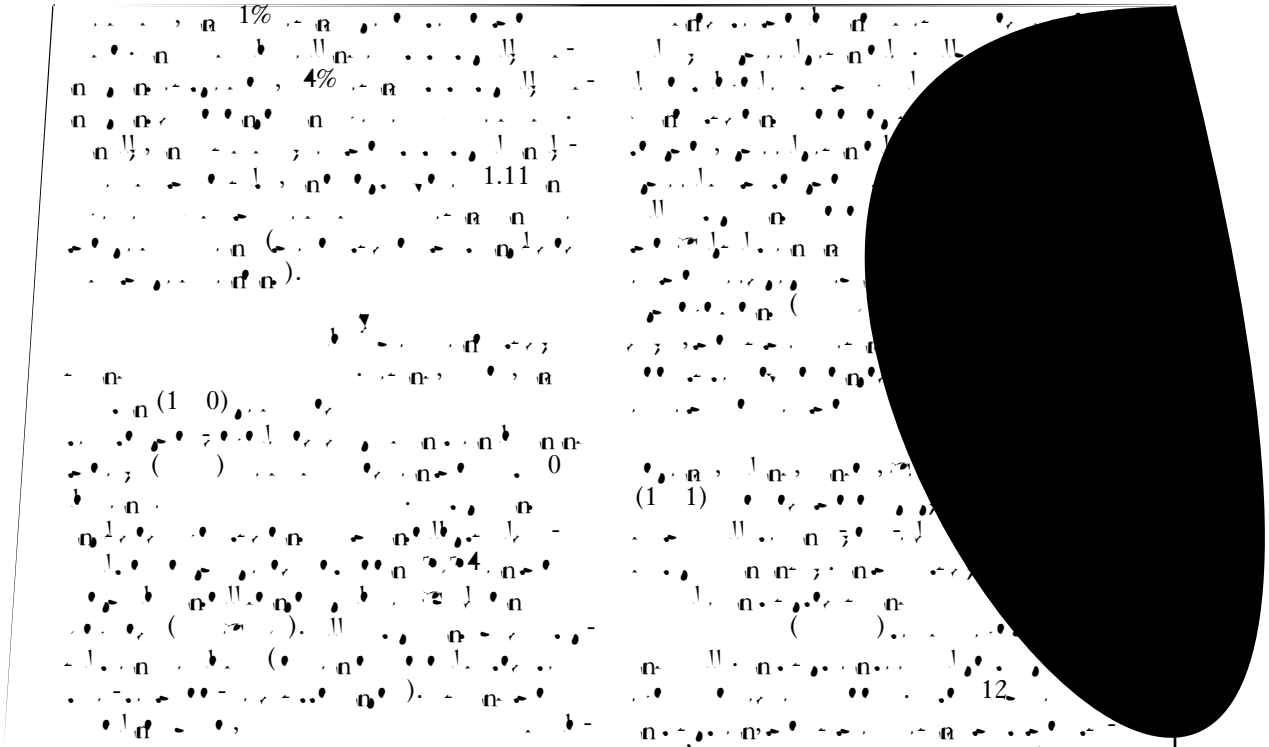

Table 7

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[illegible] , & (1 1)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible] 11.4% [illegible] 1.2 % [illegible]
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References

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Author Note

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