

Mentor handout 11.1: Using a worked example

Before the lesson

- Find an example problem to use as your worked example.
- Work through each of the steps in sequence to solve the problem.
- Write them down in advance so you are clear about the steps.
- Plan how you will share the worked example with pupils, for example on a visualiser or a worksheet.
- Plan how pupils will use the worked example to answer questions on their own.

During the lesson

- Give pupils the answer to the problem in advance so that they focus their attention on the process of how to get to the answer, rather than on the answer itself.
- Don't ask pupils how they think the problem should be solved, or what to do next – this is about modelling the process to go through to solve the problem.
- Explain your thinking and what you have done after each step, or after the whole sequence (use annotations, arrows, workings out if this helps).
- Encourage pupils to study what you have done in the worked example, for example by explaining it to a partner.
- Provide a similar problem and ask pupils to solve it themselves using the same approach, with you available to support them if required – leave the worked example on display for them to refer to.
- Use 'faded guidance': give pupils a partially completed worked example, so that they have to fill in some of the gaps themselves.
- Take the guidance away and ask pupils to complete another example.