

GOAL

This acceleration schedule increases children’s rate of progress through CMC Levels A and B by directing teachers to teach specified exercises. The goal for children who follow the acceleration schedule is that they will progress through the program at a significantly faster rate—yet master all of the skills necessary for success in the subsequent level of CMC.

RATIONALE

The idea behind the acceleration schedule is to provide children with the minimum amount of instruction they need to successfully perform all tasks. The acceleration schedule recommends that children work most of the parts in the workbook, whether the instruction for the part was skipped or not. For children who are at mastery and already know how to work the problems, skipping the teacher presentation saves time, but working the problems promotes fluency and accuracy.

If the acceleration schedule indicates to skip an exercise, but children are not at mastery on the tasks in the exercise, do not skip it. Present the exercise, and continue presenting all exercises of that type until children demonstrate mastery of those tasks. Skipping instruction when children are not at mastery will teach them incorrect strategies and promote hesitancy and inaccuracy.

CMC contains sufficient practice and application to ensure that children will succeed. Children at mastery often don’t need as much practice and application to excel. The acceleration schedule omits exercises that contain practice and application of material that is not necessary for students who are at mastery.

CMC also contains exercises that provide enrichment instruction. The enrichment instruction isn’t required for success in the subsequent level of CMC. The enrichment instruction is usually not necessary for children who are at mastery because they know or infer the skills and information contained in these exercises without receiving formal instruction. The acceleration schedule omits some of these enrichment exercises.

The exercise-types that the acceleration schedule suggests omitting in CMC Level A include the following:

- counting beyond 100
- identifying numbers beyond 100
- identifying shapes
- relative position and size of objects

The exercise-types that the acceleration schedule suggests omitting in CMC Level B include the following:

- counting on to figure out missing lengths of rulers
- comparisons of line lengths
- comparison word problems
- composing and decomposing 2-D shapes
- figuring out dollar amounts for groups of bills and coins
- identifying the 2-D shape of faces for 3-D objects
- writing place-value equations from pictures

LESSON RANGES

The acceleration schedules are divided into 3 lesson ranges.

1. For the first lesson range (Lessons 1 – 40 of CMC A and Lessons 1 – 60 of CMC B) the schedule does not suggest skipping any lesson or exercise. The teacher is to present these lessons as prescribed.
2. For the next lesson range (Lessons 41 – 100 of CMC A and Lessons 61 – 105 of CMC B) the schedule indicates only those exercises the teacher should teach.
3. For the last lesson range (Lessons 101 – 120 of CMC A and Lessons 106 – 125 of CMC B) the entire range of lessons should be skipped, and children should begin instruction on Lesson 1 of the next CMC level.

READING THE ACCELERATION SCHEDULES

The acceleration schedule tells what lessons, exercises, and workbook parts to present in each level. In Level A, the workbook parts are identified by their locator icon (e.g., the Lion part in Workbook Lesson 41 and the Cat part in Workbook Lesson 42):

Lesson	Teach the Following Exercises
41	1, 2, 3, 5, 6, 8, 9, 10: Lion part, 11: Nickel part
42	1, 3, 5, 6, 7, 8, 9, 10: Cat part, 11: Flag part, 12: Car part

Often the Level A schedule identifies certain problems to complete (e.g., the 34 + and 3 + problems in Lesson 71 Exercise 10 and the Plus Zero problems in Lesson 72 Exercise 7):

Lesson	Teach the Following Exercises
71	2, 3, 5, 6, 7, 8, 9, 10: 34+ & 3+ problems, 11: Tiger part, 12: Symbol writing & Plus 1 problems
72	1, 2, 3, 4, 7: Plus zero problems, 9: Cat part, 10-8+ & 41+ problems, 11: Flower

The Level B schedule refers to workbook parts by their part numbers. It tells which parts to skip and which to teach (e.g., Complete Workbook Part 2 only from Lesson 91 Exercise 6. Skip Workbook Part 2 from Lesson 92 Exercise 6):

Lesson	Teach the Following Exercises
91	1, 2, 3, 4, 5: Part 1 only, 6: Part 2 only, 7: Part 3 only, 9: Part 5 only, 10: Parts 9 & 10 only
92	5: Part 1 only, 6: Skip Part 2, 8: Part 8 only, 9, 10: Parts 6, 7, 10, 12, & 13 only