

I use Khan Academy to teach math to a class that needs remediation

Choose relevant content

Focus your students on the most relevant content for your class by having them use a subject level or grade level **mission**. **Early Math, Arithmetic, and Pre-algebra** can be useful missions for remediation. Can't find a mission for your class? Consider **creating a playlist**.



Curriculum coverage:

Below	Grade-level	Advanced
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Focus on foundations first

1. After choosing a relevant mission, have students start the year by mastering their **Mission Foundations**, which are the core prerequisites. If you can't use missions, pick 10-20 foundational skills and create a **foundational playlist** or assign them with **Coach Recommendations**.
2. Throughout the school year, **create sets of skills** aligned to specific units. Students can work through the skills at their own pace, and those who finish quickly can work on the rest of their mission.
3. Monitor student progress. Hold small groups, encourage peer tutoring, and intervene as necessary.

Related Links

- [Choose a mission for your class](#)
- [How to create a playlist](#)
- [Other K-12 implementations](#)
- [Plan for day one](#)

Class structures

Depending on your access to technology, you might...

- Spend Tues & Thurs in the computer lab each week
- Have an extra math period 3-4 days a week for students to use Khan Academy
- Devote the last 30 min of each math class to Khan Academy
- **Use KA as homework**

BE CAREFUL: Ask students to work through lists in an ordered fashion. Otherwise, students may jump to another skill if the one they are working on becomes challenging, resulting in lots of jumping and little learning.

Real life examples

Extra Math Class

PETER & KALLIE, 9th -11th GRADE, CA
Peter teaches a traditional math class, but his students go to the “Learning Lab” four times a week where they have Kallie as a coach. Peter and Kallie share data and work as a team to ensure that students are getting the practice they need. Kallie monitors student progress and holds small groups in her learning lab to re-teach specific skills to different groups of students. [Read more about Peter & Kallie’s class here.](#)

SILVESTRE, 5th GRADE, NY
Silvestre’s students have an extra math class four times a week in a computer lab. During that time, students either work on a class playlist or advance through their mission. Silvestre uses this time to hold small groups with students who need extra attention. [Read more about Silvestre’s class here.](#)

In-class Practice & Small Groups

SHELBY, 8th GRADE, ID
Shelby creates playlists for every unit and allows her students to move at their own pace through the lists. She holds mini-lessons every day to groups of students who are either struggling with the skill or who want to learn it from Shelby before they try it on Khan Academy. She checks in on a weekly basis with all students to see if how they are progressing through their specific playlist. [Learn more about Shelby’s class here.](#)

JAMES, 8th GRADE, MA
James invests all of his students in completing their grade-level mission. He monitors mission progress every week, and his students set goals around mission completion. James also assigns specific skills that align with his lessons. At the end of his lessons, students use Khan Academy to work on their goals while James meets 1:1 with students who are struggling.