Transition to Algebra supports algebra students in any schedule.

Meet Ben...
“I teach a 100-minute Algebra I block three times a week.”
He has 23 students during the block.
Ben uses Transition to Algebra with his whole class for the first 40 minutes of each block to build foundational algebraic thinking for all his students. He then uses his regular Algebra I curriculum for the other 60 minutes of instruction.

Meet Jade...
“I teach a 50-minute algebra support course for students already identified as potential algebra strugglers.”
She has 15 students enrolled in the course.
Jade uses Transition to Algebra as her main resource to help students develop algebraic thinking.
She likes how Transition to Algebra prepares students for key algebra topics by focusing on an understanding of each concept.

Meet Carla...
“I teach a 60-minute math class five days a week.”
She has 30 students in the class.
Carla uses her regular math curriculum throughout the week.
She also uses Transition to Algebra to differentiate her instruction for small groups of students a few times a week.

Developed by the Education Development Center (EDC), Transition to Algebra is a research-based supplemental program that uses logic puzzles, problems, and explorations to support algebra students by shifting their ways of thinking from the concrete procedures of arithmetic to the abstract reasoning that algebra requires.

For more information, visit TransitionToAlgebra.com