FOUR CORNERS INSTRUCTIONS

When to use:

Four Corners can be used with standards that ask students to represent their learning flexibly with models, expressions, equations, and/or context situations.

Supplies Needed:

- Four Corners student template
- Four Corner information cards (cut up)
- Glue or tape
- Post-Its (Optional)

Directions:

1. For the given learning target or standard, determine four ways the content in the standard can be represented. These categories become your Four Corners. Share the four categories with the class.

Some examples include:

- Fraction Operations: model, expression, application problem and solution
- Multiplication: area model, algorithm, expression and solution
- Functions: graph, table, equation and contextual situation
- Three-Dimensional Figures: surface area, application problem, net and three-dimensional solid

2. Three to four information cards for each category are needed. The cards should not be related to each other (i.e. a graph information card should not have a matching equation card). HINT: Answer keys and worksheets in combination can provide a great start for developing your information cards.

3. Students are assigned to partners or small groups. Each group is given one card that represents one of the corners for their Four Corners. Prior to working in the Four Corners template, the group should work to verbally describe what they see and understand about the card they have been given.

4. Once students have had a chance to discuss the information they have been given, they should move their focus to the template that has the four corners for them to fill in. The information they were originally handed is to be glued, taped or copied into the upper left corner.

5. The group's goal is to take their given information and transform it into the other three corners so that all four categories are represented. For example, if a group was given a table of values for a function, they should create an equation, graph and contextual situation to match their given table of values. The key is to make sure all four corners are fully connected to each other. In some cases, students may choose to add additional information to their given information. For example, the students who were given a table of values may choose to label the input and output columns to match the contextual situation they have created for the situation.

6. Once students are done with their four corners, the teacher may want to set up an exchange center. Students can use a post-it note to respond to another group's Four Corners using sentence starters such as "I like…" and "I wonder…" to give both a compliment about the mathematics and a piece of advice that might make one or more of their corners better.