

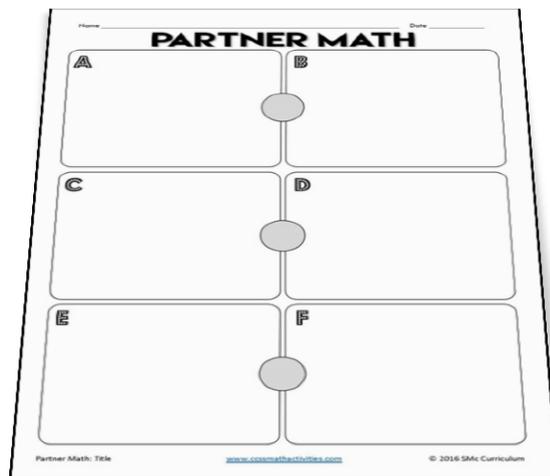
PARTNER MATH INSTRUCTIONS

When to use:

Partner Math should be used for standards that have a focus of procedural skills or one-step applications such as whole/rational number operations or evaluating expressions. Items used in a Partner Math activity should be able to be solved in 2-4 minutes each.

Supplies Needed:

- Partner Math template (optional: print in two colors)
- Ten items to be used for the regular rotations and two challenge problems.



Directions:

1. Students should be separated into two groups using formative or self-assessment ratings on the standard addressed in the Partner Math activity. Students still struggling with the content should be given one color of the Partner Math template while students who have shown proficiency in the standard should be given a second color of the template. The two groups need to be equal in size.

2. Next, students find a partner with a different color template and sit next to them. Two problems (Task A and B) addressing the standard are put on the board. Students work with their partner to solve the problems. Both students write on their own papers but work together to reach the same solutions.

NOTE: If a textbook resource is available, the teacher may choose to list a page and exercise number from the book for each task box so that problems don't have to be created.

3. After most students have finished with the two problems, the students with one color of the template are designated as "sitters" and the others are the "walkers." Students who are moving to a new partner might do so following a pre-determined rotation pattern or students can have free choice to find a new partner.

4. Once the students have a new partner, they need to compare answers from the previous two tasks. If they agree, they sign their initials in the circle connecting the two task boxes. If students disagree, they work to determine who is correct prior to signing. Once students compare, the teacher should have posted what the next two tasks are and they work with this partner to complete the next two tasks.

5. Repeat process for up to 5 rotations.

NOTE: If students finish early before a rotation, two challenge problems (in Task Boxes K and L) can be given for students to work on while waiting. Students should only work on challenge problems if their partner is also done with the two required tasks for that rotation.

NOTE: After a rotation, if there is a lot of discrepancy in student answers as they compare with their new partner, the teacher can call a FREEZE. With a FREEZE, all students should put their writing utensils down then ask for a partner set where they got different answers on a specific task. These students hand over their templates for the class to examine (under a document camera) and provide feedback on. Having classroom sentence starters for the FREEZE component can be helpful in guiding the conversation such as "I like... I wonder... Your next step could be..."