

# RELAY INSTRUCTIONS



## When to use:

A Relay works for standards that extend from procedural skill component to strategic thinking. A Relay may be chosen when a large degree of differentiation is needed in the classroom for the given standard.

## Supplies Needed:

- Relay Cards (proficiency level)
- Challenge-level Relay Cards

## Directions:

1. Create one to two sets of relay cards. The first set, numbered 1 through 8, provide students practice in the standard at a proficiency level. The questions on the relay cards should increase in difficulty. A challenge set of cards, A through H, can provide opportunities for students to extend and apply their thinking around the standard.

2. Each student should be assigned a partner throughout the activity. If the partner is of like ability, the partner set should work through the level of cards deemed appropriate for them. If the partners are of different abilities (based on a formative assessment or self-reflection), the teacher may choose to use the cards numbered 1 through 8, with the goal for the stronger student to improve their ability to construct viable arguments and coach a peer.

3. In the relay, students in a partner set will fulfill one of two roles. The first role is the **coach**. The other role is the **mathlete**. The roles are described at the right.

4. When the **mathlete** has finished a card, they bring it to the scoring table. If it is correct, they will get the next card and hand it off to their partner as they switch roles. If it is incorrect, they listen to any feedback the scorer provides and then return to their partner to try to fix their mistakes. (The teacher may choose to mark the card each time the team comes up to keep track of how many times they have brought up the card.) Once corrections have been made, the **mathlete** can bring the card back.

**NOTE:** This activity is run most effectively if students don't think there is a "finish line." Some students may get through four relay cards in the allotted time while others get through all eight (or more using both sets). There is no "winner" of the activity. A teacher may choose to start all students at the beginning of the relay (card 1 or A) or at a different point in the card sequence. To challenge students, the teacher may also to choose skip over cards. The teacher can keep track of which cards are options to give a partner set based on the card the partner set returns. For example, if they bring up Card #5, the teacher may choose to hand them any card after #5 in the sequence or move them to the letter cards based on how they have done thus far in the activity.

## COACH AND MATHLETE ROLES

### COACH

- Reads the instructions and/or questions to your Mathlete.
- Uses words to help your Mathlete.
- Doesn't over-coach! Helps only when needed.
- You are your team's **precision policeman!**



### MATHLETE

- Is the keeper and user of the equipment (pencil, paper, calculator, etc).
- Does all the writing.
- Takes the card up to the scorer.
- Gives feedback to their coach on how they did.