

# TASK ROTATIONS INSTRUCTIONS

## When to use:

Task Rotations works well for standards that ask students to apply the concept and procedure to multi-step real-world problem-solving. Each task rotation consists of a larger, multi-step problem addressing the chosen standard(s) at the strategic thinking level.

## Supplies Needed:

- Two copies of four Task Cards
- Individual Task Rotation worksheets (half-page) numbered 1 to 4 for each student
- Timer

## Directions:

1. Choose mixed ability groups of up to four students. The students have the opportunity to work independently and as a group to increase perseverance and problem-solving abilities throughout the activity.
2. Prior to starting the activity, students are given four Task Rotation worksheets. These half-sheets may be blank or have necessary graphs or images printed on them.
3. Task Cards 1-4 are placed at table groups around the room. In most classrooms, two sets of the four Task Cards are necessary to allow every group to be at their own table. When students arrive at a table, a timer should be set for approximately 1 to 3 minutes (depending on teacher preference and the standard being addressed). This time is meant to give every student time to be reading, interpreting and starting the task independently on their own half-sheet of paper. Once this time is up, students in the group have a chance to share their understanding of the task and ask questions of each other.
4. For the next time 3-6 minutes, groups will work together to complete the task on one member's half-sheet of paper. The teacher may determine whose half-sheet should be used. For example, the teacher may say, "You will be continuing your work on your team paper. Your team paper for this round is the paper of whoever in your group is the tallest." The teacher may also give group choice for some rounds.
5. When the timer goes off, no matter if they have fully completed the task or not, students should leave their team paper with their group name *underneath* the table task card. All of the other students should take their papers with them as they all rotate to the next task table.
6. The process of independent work followed by group work is repeated at this rotation. One added component at this rotation is that there is a 1-2 minute time period added after the group work session. During this time, the team is allowed to look at any other teams' group papers that have been left under the task card. They can compare their work and change or add to their own team's paper before leaving it under the task card as well.
7. At the fourth rotation, students do not complete the task, but rather read through the task card and examine the three team papers that have been left under the task card. In the fourth rotation, the team's goal is to pick which paper they believe is the strongest paper. They mark this paper with a star and then each person in the group writes on their corresponding half-sheet using sentence starters like: "We chose Team \_\_\_'s paper. Some reasons why we believe this paper is the best are \_\_\_\_\_."

