Get Them Up & Moving

Resources gathered from various sources: the Math Twitter Blogosphere #MTBoS and the CPM Educational Program of which Patricia is a Teacher Leader.

Patricia Vandenberg
vbergmath@gmail.com
@vbergmath

Carousel

Divide the participants into groups. Topics or questions are written on large poster paper and either hung up around the room or placed one at each table. Groups gather and discuss the topic and make a decision about what to write on the chart. After two or three minutes the groups move on to the next topic; either the teams move physically if the charts are on the wall or the charts move physically from table to table. The groups read what the previous teams have written, have a discussion, and then add to the list.

This continues for as long as you have time. You do not have to have every group respond to every chart. Stop when you feel that the group have exhausted most ideas. Then have a "gallery walk" where the groups can go around and read all of the charts.

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Check Solutions

When students are working on a set of problems, post solutions to each problem on separate cards/papers around the room and instruct students to check their work as they complete each problem. To keep them from just copying the work, do not allow pencils or papers as they get up to check.

Pro Tip: Attach the solutions face down with only the problem # showing on the back of the paper. This way students come up, have to flip the paper over, and then sit back down.

Swap Meet

Part of the way through a problem, have two people from each team rotate to a new team. They can then share what they have been working on, what strategies they have tried and what questions they still have. After each pair shares with one team, they return to their original team. Then they share what was learned from other teams and continue to work.

- When a team task is partially finished, one pair from each team rotates to the next team.
- Pairs from the two teams share ideas, solutions, thinking…
- Pairs return to their original teams and share what they learned.

Scavenger Hunt

Have a series of problems printed on separate cards that you will post around the room. Decide what order you want students to work on the problems and write the solution to the previous problem on the next card. For example, the solution to problem #1 is printed at the top of the card for problem #2; the solution to problem #2 is printed at the top of the card for problem #3, and so on with the last problem's solution printed at the top of the first card creating a cycle. Post these cards, in random order, around your room or whatever space you are using.

Students start on any problem, and then to find the next problem to work on they must search for the answer of the problem they just worked on. Have students continue until the time is up.

Walk & Talk

Walk and Talk allows the student to move around, which is good for their brain cell growth, while talking about mathematics. Students are put in pairs, their choice or the teacher's, and take a walk around the classroom (or outside if possible) while they talk about some aspect of what they have been learning. They can summarize what they learned, clarify ideas, ask each other questions or come back with a question for the teacher.

If there is not enough room to have the pairs walk around, another idea is to have the students find proximity partners. They stand up, push their chair in, touch 2 tables/desks, three walls and a chair (or you can play music and have the students walk around until the music stops). Then whomever they are standing near (should not be anyone from their team) is their proximity partner. They stand there and talk about the topic. When they are finished, they say thank you and return to their team.

Station Rotation

- Have one or two more stations than the number of student groups.
- Place a sheet of review problems (4 - 6) at each station. (Good idea to use a sheet protector).
- Have a blank answer sheet students will use to the exact number of spaces needed to answer the questions at each station. Have all of the spaces labeled in numerical order even though the team may not solve them in that order. This will make it easier to grade the papers, if you elect to do so.
- The students work the problems as a team. When they finish they turn in the station paper to the teacher and move to the next available station.