

CHAPTER 3: TYPES OF RE-ENGAGEMENT ACTIVITIES

→ Annotate

- ◆ Photocopy work that is correct and ask students to annotate the work step by step providing mathematical justifications for the strategies or work they see.
- ◆ “Spot the Misconception” - Photocopy work that contains common misconceptions and ask students to annotate the misconceptions, explaining why the student who completed the work may have this wrong idea.

→ Critique Then Improve

- ◆ Provide students with a sample of student work that is incomplete or partially incorrect. Ask students to critique the work sample and then revise it so that it is a complete solution.

→ Scoring using a rubric

- ◆ Ask students to score 1-3 pieces of work with a given rubric and justify their reasoning. Ask students what types of feedback they would give on each piece.

→ Fix the Mistake

- ◆ Provide students with copies of student work that is incorrect or missing a portion of the solution. Ask students to identify the mistake, give a possible reason for this mistake, and to explain how they would fix the mistake.

→ What makes this a model solution?

- ◆ Provide students with work that is well done and ask students to identify what key components of the work makes it a model solution or explanation of mathematical thinking.

→ Compare and contrast

◆ Who Is Correct?

- Provide students with versions of student work that are correct and incorrect. Prompt students to determine which is which and explain why.

◆ Different Strategies

- Students can compare and contrast different strategies that are both correct. How do they show the same understanding?

→ Correct previous work

- ◆ Return work to students that they completed earlier in the unit with added feedback and questions tailored for each student by the teacher.

→ Gallery walk

- ◆ This activity works well for group work. Post student work (posters) around the room. Allow students time to walk around and view while recording feedback on post-its they can attach to the poster. Be sure to frame the type of feedback you would like students to give so that it is focused on one or two things. Examples: noticings/wonderings, hot/cold feedback, look for commonalities between posters, etc.