

Whole Class Discussions: Four Corners Variation - Opposite Sides

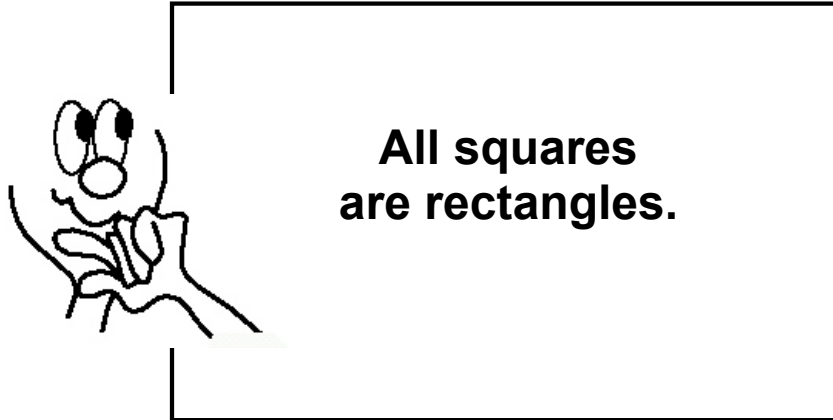
MATHEMATICS

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create a true/false statement or question for students to ponder. Choose a statement that requires critical thinking. • Assign one side of the room as the “Agree” side, and the opposite side of the room as the “Disagree” side. • Give students a minute or two of quiet time to individually think about the question and take a stance. • A minute or two should be ample time; ensure that this time is spent quietly so that students make their own choices. 	<ul style="list-style-type: none"> • Carefully ponder the statement, making a personal decision as to the position they will take. • Respect other students’ quiet thinking time.
<p>During</p> <ul style="list-style-type: none"> • Ask students to move to the side of the room that represents their stance on the question. • Have some students to justify their choice of sides to the whole class. • Allow students to change sides after another student’s explanation. However, when a student chooses to change sides, ask the student to give reasons for the change. • Be prepared to contribute to the “debate” by asking “what if ..” questions. 	<ul style="list-style-type: none"> • Move to the side of the room that describes their stance on the statement. • Actively listen to students’ justifications. • Be prepared to justify your own choice. • If sufficiently swayed by a justification from the other side, be prepared to justify your move to that side of the room.
<p>After</p> <ul style="list-style-type: none"> • Debrief the activity by leading a discussion to summarize the justifications and clarify concepts in order to dispel misconceptions. 	<ul style="list-style-type: none"> • Participate in summarizing the justifications.

Notes

Whole Class Discussions: Opposite Sides

“Agree” Side



“Disagree” Side

	Sample Statements	Grade		
		7	8	9
1.	All squares are rectangles.	√	√	√
2.	Data can be displayed in any kind of graph you choose.	√	√	√
3.	The product of two numbers is always greater than either of the two numbers.	√	√	√
4.	All structures built with 27 interlocking cubes will have the same volume and the same surface area.	√	√	√
5.	When two different fractions each have a numerator that is one less than the denominator, then the fraction with the larger denominator is bigger.	√	√	
6.	1 is the same as 100%.	√	√	
7.	Two negatives make a positive.		√	√
8.	The largest area that can be enclosed by a rope of any length is a square.	√	√	√
9.	The distance around a can of 3 tennis balls is less than the height of the can.		√	√
10.	The only way you can tell if a relationship is linear is to graph it.			√