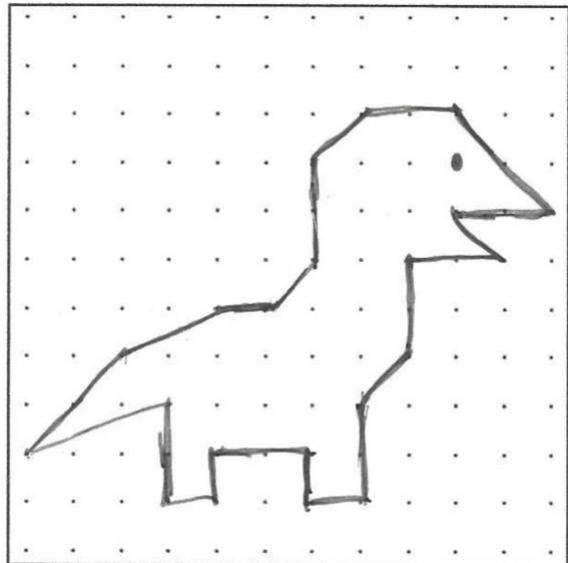
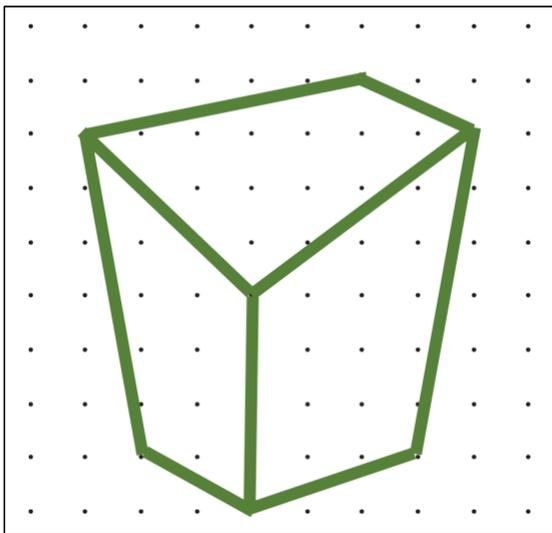


MATH FOR ALL

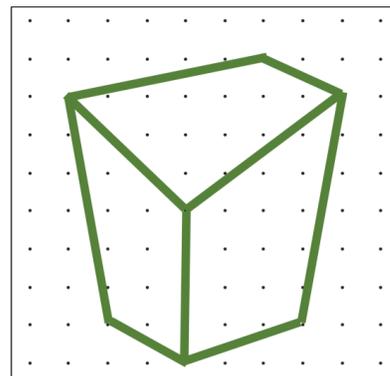
Match My Design
Communication Really Matters!



Educator—Working by yourself

Create a drawing as described on the grid sheet in this packet. Imagine you are describing this drawing to another. (Thinking out loud is perfectly acceptable.)

- What words and language would you use to describe your drawing?
- What useful phrases and vocabulary might you want to share with students having difficulty describing their shape to a partner?
- If someone were describing this drawing to you, what would be helpful to hear from them?
- What questions could students ask their partners to help them draw the shape more accurately?



Educators—Working in pairs

Complete the activity as described on the grid sheet included in this packet.

- This can be done in person (be sure to conceal your drawing from your partner until it's time to reveal), on a videoconference session, or through a phone call (share a picture via texting).
 - If you are not able to print the grid, you can make your drawing by using the highlighter tools in your PDF reader.
 - A virtual version of the grid can be found at <https://apps.mathlearningcenter.org/geoboard/>
1. Individually answer the questions on both reflection sheets included in this packet—*How Did It Go?* and *Group Process for Discussion*. Please note that these are generalized reflections designed for use with any group work. You might choose to adapt the language in these for use with specific activities.
 2. Compare your responses to your partner's and discuss the similarities and differences.

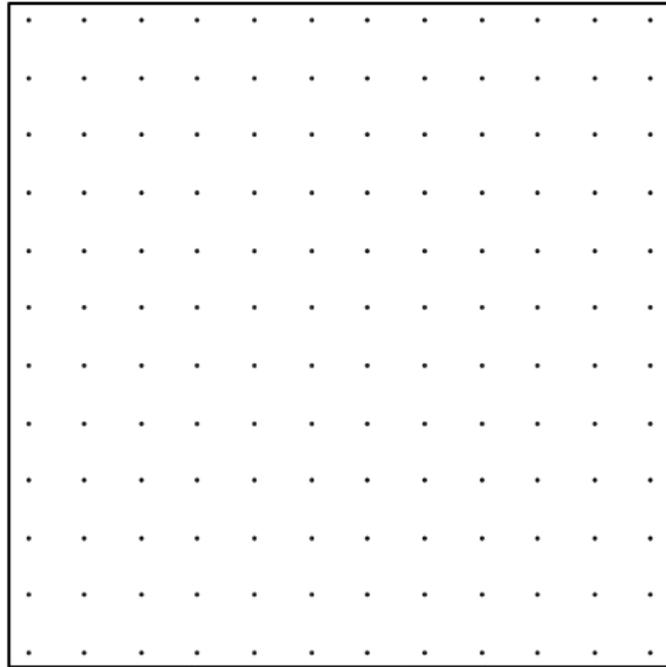
Working with a class of students

Students should work in pairs to complete the activity. This can be done in person (using a folder or book to conceal drawings until the time to reveal), on a videoconference, or over the phone.

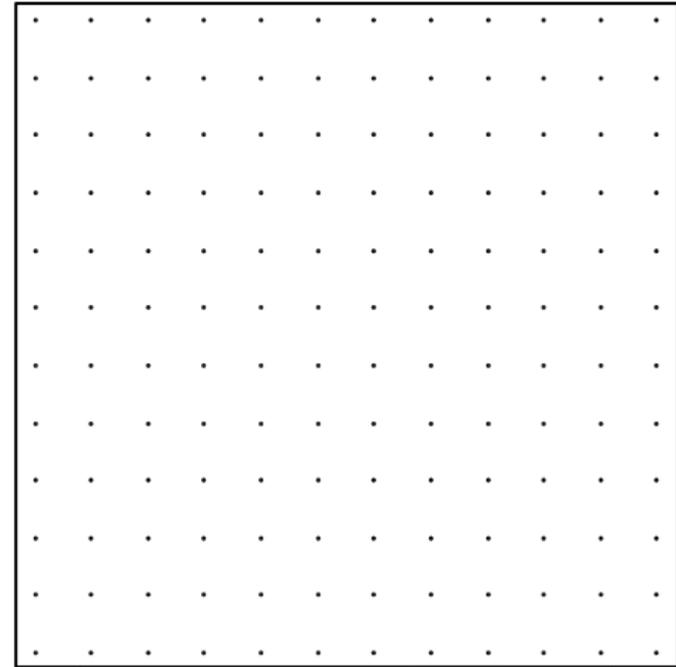
1. Have students complete the activity as described on the *Match My Design Grid Sheet*. Each student requires their own copy.
2. Choose one of the group process sheets—*How Did It Go?* or *Group Process for Discussion*—and have students independently answer the questions. Then have them compare responses and discuss where there were differences. Again, these are generalized reflections designed for use with any group work. You might choose to adapt the language in these for use with specific activities.



Match My Design Grid Sheet



For your design



To reproduce your partner's design

Working in Pairs:

Your Mission: To create a drawing on grid paper and then describe in words to your partner how to recreate your drawing.

Instructions:

1. Both partners draw a picture on the blank grid on the left.
 - Use only straight lines.
 - Each line should begin and end on a dot.
2. Without showing your picture, describe it to your partner with enough detail that they can make an exact copy of your picture on the grid on the right.
3. When your partner thinks they are finished, reveal your drawing and compare pictures. Discuss how well you did together.
4. Switch roles and repeat steps 2 and 3.

How Did It Go?

Circle the number that you feel describes your group's actions and behavior.

My team/teammates	Needs Work				Super!
1. Listened to each other's ideas	1	2	3	4	5
2. Were respectful of all ideas	1	2	3	4	5
3. Concentrated on the task	1	2	3	4	5
4. All participated	1	2	3	4	5
5. Made progress toward our goal	1	2	3	4	5
6. Spoke at a volume that didn't disrupt other groups	1	2	3	4	5

My suggestions to my group for improvement are:

1. Did your group achieve at least one solution to the problem?
2. Did everybody understand the solution?
3. Did people ask questions when they didn't understand?
4. Was everyone involved in the work?
5. Did the pace of the group work for all the members?
6. Did people give clear explanations?
7. Did everyone have a chance to contribute?
8. Did people listen to one another?
9. Did the group work really well together on the task?
10. Was there enough time for explanation?