Share/Reflect/Assess Appendix

1. "3 2 1 (i)" 3 recalls (facts you remember as being significant from the lesson); 2 ideas or notions (you gained from the lesson), 1 question (you still have from the lesson).

2. "3 2 1 (ii)" 3 facts you found out; 2 feelings you felt; 1 **'fing'** that was fun.

3. "1 3 6" For group share. As an individual record at least 5 things you learned or found interesting or are still having trouble understanding from the lesson. Now make a small group of 3, discuss and compare your items for 3 minutes. One of the three — make up a composite list. Now the group of 3 joins with another group of 3. As a 6, discuss the two lists and then make a combined `superlist'. Go to each group of 6 and have them read out one item from the list. Continue until there are no more original
items.

4. Two per Strategy. If you have just completed an open ended (or closed) activity where the problem solving strategies were used by the students; randomly choose two students per strategy used and have them come out to the front of the class and explain/demonstrate how they applied their particular strategy to achieve their answer/s.

5. Mini Maths Debate. Inform the students that you are going to choose 2 debating teams of 3 for a debate but you will be giving no notice as to who will be on which team and there will 'be no time given to prepare statement/arguments or work together. One team is the affirmative, the other the negative. Announce the topic, statement, problem that is based on the lesson they have just completed. For example: Zero is worth nothing (after a session on place value). Decimals — overrated!
Millimeters — a waste of time on your measuring tape.
It will probably happen — more or less than 75% chance? Only right angles — all the rest are wrong angles.
Now randomly choose the first speaker for the affirmative. You have one minute. Now chose a speaker for the negative, etc. You the teacher can be judge or choose a small panel to decide who presented the best arguments/points.

6. Secrets of your Success. Having noted those children who worked effectively or grasped the concept being introduced well or played the game with great use of strategies/tactics of applied learned skills well - ask 3 or 4 of them to come out to the front (after giving them some advance notice that you will be asking them to do this) front of the class and pass on the "secrets to their success".

7. Rocket Writing. Inform the students that they have 4 minutes (3 minutes for grades 2 to 4) to write as much as they can about what they did/learned in their maths lesson today. Emphasise that there is only 4 minutes and that it must be about today's lesson. I provide the children with some sentence starters to get them going. For example:

- Today I found out... * I really liked... * I'm still not too sure about...
- Next time I would... * I could teach someone else to...
- I discovered that... * I hope we… * The activity was... because...
- Call for a 5 or 6 volunteers (don't nominate) to read one of their sentences.

8. Turn and Talk. After the activity/lesson, ask the children to turn so that they are facing a partner. Now tell them that they have 3 minutes to talk to each other about what they did/found out in their maths lesson. Encourage the children to use the terms/language from their lesson. After 3 minutes choose 4 or 5 pairs of students to summarise what they discussed in their 'turn and talk'. Encourage appropriate use of terminology, for example " and what is it we call that again Maddie?"

9. See/Saw. In pairs, one person goes first (See) to state something that they learned/recall from today's lesson/activity. The other person (Saw) then states something they gained from the session. Back to See's turn. This continues until either See or Saw is unable to recall another fact or aspect of the lesson. Ensure you move among the pairs and encourage use of appropriate terminology. This share activity works very with about 5 minutes to go before recess time. Person with the last given fact goes out first!

10. See/Feel/Hear. Individually, students complete a see/feel/hear Y diagram – writing in at least 3 things that they saw during the session (observations of themselves and/or others during the activity), 3 feelings they felt (pride, frustration, elation, concern, anxiety, excitement – be prepared to ask students why they felt the way/s they did) and 3 things that they heard (this may be recall of facts, specific terminology and what it means, the notion of possible strategies and then implementing them).

11. 20 Words. Students are informed that they have 20 words – no more and no less – with which they can describe and/or tell about what they learned in their maths lesson. How they use and combine their 20 words is completely up to them. It could 10 pairs of adjectives and nouns (difficult problems, many solutions, tough patterns), it can be a 20 word sentence. Ask for some volunteers to read out their 20 words. Encourage appropriate use of terminology within the 20 words.

12. Group Report. A bit of an oldy but goldy! If you have just had groups as the setup for your session then why not have a group report. I organise this by telling the students about half way through the session that there will be group reports and that you will be choosing one person from each group to present that report. This has the obvious effect of keeping all on task and thinking mathematically. With about 4 or 5 minutes of the activity remaining choose a person from each group. Present some clear but simple guidelines for the report: describe that maths that was used/learned (using the appropriate technology); outline how the group went about the work; what did the group feel was the most important thing gained from today's session – why?

13. Summative Task. Sometimes an effective share/reflection to conclude the maths session can be another activity – one that summises much of what was intended to be learned from the lesson. This activity should be clearly related to the topic that was central to the lesson but different enough that the children need to apply that knowledge or skill to successfully complete the summative task.
For example, after a:
- Fraction/decimals/percentages lesson: in groups, Thompson dam is at 27% capacity – is this a good or a bad thing? 20% more free. It's 1.2 litres now. How much did it use to be?
- Place value lesson: everybody in the room has a number – line yourselves up from smallest to largest.
- Angles lesson: find 2 acute and 2 obtuse angles within the classroom and explain why they are not right angles.

Reference: Document was supplied by Rob Vingerhoets