



Subject: Geometry

Grade Level: High School

DI Strategy: Challenge by Choice

Geometry Review Challenge by Choice

A typical classroom review before a test involves the students completing a study guide for homework and going over the answers the day before the test. But a problem always arises when some students do not complete or only partially complete the study guide. The review before the test then ends up being ineffective. Providing students with a Challenge by Choice review provides a great alternative.

Here is how it works:

Students completed a Chapter Review Guide prior to coming to class to allow them to review the chapter's content. When arriving to class, students were expected to check their answers using the answer keys posted around the room. Students were told to mark any questions they got wrong or did not understand. Any questions they got wrong needed to be fixed. Students were also able to ask for help on questions they did not understand. After students had checked their answers and made any corrections, they were told to look over the questions they had gotten wrong. They ranked which topics were their greatest areas of weakness. These were the areas they were to focus on when doing the Challenge by Choice activity.

For the Challenge by Choice activity, we used problem cards with different types of problems that were covered in that chapter. The cards were sorted into different categories based on the question type and placed along the chalkboard in their respective categories. All of the cards had the answer to the problem on the back of the card. Students were instructed to pick various problem cards (no more than 2 at a time) based on their greatest areas of need. They were to work on each problem and then check their answer against the back of the cards. Students were able to ask for help at any point if they did not know how to solve a problem. The purpose of the activity was to get the needed extra practice on concepts they were not comfortable with.

Once students worked through the problem cards for their greatest areas of weakness, they could move onto problem cards that were more challenging.

This activity put a lot of responsibility back on the students. They needed to complete their work, assess their own level of understanding, and choose problems of the right type and level of difficulty. This can be a challenge for some high school students, so we started the lesson by having a talk about maturity level, responsibility, and expectations. Doing this really seemed to help the students stay focused and work appropriately.

As students worked, I walked around the room, assisting students when they needed help, and made sure the students were indeed choosing problems to work on that were of the correct level of difficulty.