Mathematics – Fractions

**Strategy:** Reciprocal Peer Tutoring

**Appropriate Grade Level:** 1–12

**Procedures/Steps:**

**Materials:** individual folders containing: math worksheets, corresponding answer keys, tutee progress charts, pencils, and a digital timer.

**Graphic:** see attached Tutee Progress Chart and Tutor Checklist.

**Basic Steps:**

1. Teacher will model for the students the correct use of timer. Allow students to practice with the timer.
2. Teacher will show students how to score mathematical worksheets for digits correct using standard curriculum-based measurement procedures.
3. Teacher will show tutors how to fill out and score the Tutee Progress Chart and probe by: accessing the answer key, comparing responses to those on the answer key, scoring each digit for accuracy on probe, counting all correct digits/errors on the worksheet and recording these scores on the progress chart.
4. Teacher will explain to the students the rotation for peer tutoring. (Sessions begin with students transitioning from previous station to the peer tutoring station; students pair off with respective partners and are seated).
5. Teacher will show tutors how to pass out tutoring materials to their partners.
6. Teacher will monitor a 4–minute practice period in which the tutors follow along as tutees complete each problem on worksheet. (Teacher will make sure correct responses are followed by praise and if the tutee answers a problem incorrectly the tutor should point out the error and ask the tutee to attempt the problem again. If the tutee answers a problem incorrectly two consecutive times, the tutor provides the correct answer and instructs the tutee to move the next problem and the answer will be wrong).
7. The teacher will monitor the students with the administration of a 1-minute probe. Remind students they are responsible for signaling the beginning and end of the 1-minute probe.
8. The teacher will monitor tutors scoring the probe and filling out progress chart.
9. Students can alternate roles between tutor and tutee on successive days or in same session depending on time allotted.

**Comments and/or tips:**

- Students are randomly assigned to dyads and student dyads change periodically.
- Each student should be observed implementing the peer tutoring procedure.
- If tutor omits any step, immediately prompt him/her to accurately complete that step.
- Every student should complete two peer tutoring sessions with 100% accuracy.
- This strategy can easily be adapted and generalized for any academic strand and grade level.

**Source:**

# Tutee Progress Chart

## Name:

## Subject:

<table>
<thead>
<tr>
<th>Date</th>
<th>8/10</th>
<th>9/10</th>
<th>10/10</th>
<th>1/10</th>
<th>2/10</th>
<th>3/10</th>
<th>4/10</th>
<th>5/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Digits</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Correct Digits</td>
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<tr>
<td>Errors</td>
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<td>Comments</td>
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</tr>
</tbody>
</table>
Tutor Checklist

• Responsible for start/stop of timer – 1 minute

• Follow along using answer key.

• Correct responses are followed by praise.

• If a problem is answered incorrectly the tutor should:
  o point out the error and ask the tutee to attempt the problem again

• If the tutee answers a problem incorrectly two consecutive times, the tutor:
  o provides the correct answer
  o instructs the tutee to move the next problem/mark error as incorrect

• Count the correct digits/errors and record them on the Tutee Progress Chart.