Active learning in a maths lesson — desk card

Five strategies, their minutes, what you say and what ruins them. Each ends in a decision: move on, model again, or pull a small group.

Strategy	Minutes	What you say	The trap
Mini whiteboards	5	“Write it, then turn the board over. Nobody lifts it until I say… three, two, one: boards up.”	Boards going up at different times, so latecomers copy
Think, pair, share	6	“One silent minute, answer in pen.” Then: “Explain what your partner said, not what you said.”	A short “think”, so the faster student thinks for both
Find the mistake	6	“There is one mistake here. Put your finger on the step where it starts.”	A made-up mistake nobody makes, or wrong working left alone on the board
Card sort	15	“Don't put a card in a group until one of you says why.”	Giving the answer to a stuck pair
Gallery walk	20	“At each sheet: a step that convinced you and why, or a question. ‘Great’ doesn't count.”	A walk with no set task and no announced time

My next lesson, the strategy I will try in it, and where it goes

The decision I will make afterwards: if I see…, I will…

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