



## SAMPLE MATERIAL

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### Peer Learning Routines

Cahuenga Elementary, California

**Topic:** Teaching Literacy in English to K-5 English Learners

**Practice:** Schedule Peer Learning

Cahuenga Elementary has built opportunities for peer partner work into all content areas. Here are examples that illustrate expectations for partner work in oral reading and in a mathematics activity. Notice that partner sharing and feedback activities are a routine part of all oral fluency practice. In the fifth grade mathematics example, partners are directed to have a conversation after some individual investigative work with manipulative cubes and prior to the whole-class conversation about the formula for calculating volume.

**Activity:** Weekly Fluency

**Objective:** To practice fluency, increase vocabulary and word recognition, to read with proper intonation and feeling.

**Materials:** weekly reading passage  
1-minute timer  
fluency chart

- Steps:**
1. Pass out numbered weekly reading passage.
  2. Reading order as follow:
    - a. Student reads quietly.
    - b. Teacher reads out loud, students follow along. Discuss passage.
    - c. Echo read.
    - d. Whole class choral read.
    - e. Pair-share, students in pairs, read every other paragraph to each other.
    - f. Take turns reading the passage while being timed for 1 minute. Partner will mark any words that are misread. After 1 minute, count the number of words read and mark on fluency chart. Switch roles.
  3. Make sure to walk around and clarify any words that they may have trouble or questions with.
  4. The following day, repeat activity. Students should be able to read more words in the same amount of time, given the practice and familiarity with the passage.

**Assessment:** Imbedded.

## Volume: Investigating the Relationship between Dimensions and the Number of Cubes

*adapted from the LAUSD 5th Grade Intervention Module 1*

Build prisms with the following dimensions and determine the number of cubes you used for each one:

- |                                             |                        |
|---------------------------------------------|------------------------|
| 1) 3 units high, 6 units wide, 3 units long | Number of cubes: _____ |
| 2) 3 units high, 3 units wide, 3 units long | Number of cubes: _____ |
| 3) 2 units high, 4 units wide, 3 units long | Number of cubes: _____ |
| 4) 2 units high, 2 units wide, 6 units long | Number of cubes: _____ |
| 5) 1 unit high, 3 units wide, 9 units long  | Number of cubes: _____ |

Use the information from your investigation to complete the table:

| Question | Height | Width | Length | Volume |
|----------|--------|-------|--------|--------|
| 1        |        |       |        |        |
| 2        |        |       |        |        |
| 3        |        |       |        |        |
| 4        |        |       |        |        |
| 5        |        |       |        |        |

**Partner Conversation:** Look at the chart. How do you use the information about the height, width, and length of a figure to find the **volume**?

**Class Conversation:** How can we find **volume**? How can we write this information as a **formula**? What patterns did we find?

Complete this statement: The **formula** for the **volume** of a **rectangular prism** is

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Create a sketch that will describe the **formula** you just wrote.