

Math Buddies Introduction Letters

- Use the guidelines below to draft a letter to each of your Math Buddies.
- Write or neatly type a draft to each of your buddies and bring it to class on Wednesday 9/26
- We will work on revising the letters in class on Wednesday, then revise and bring your second draft to class* on Friday, 9/28. You may type or handwrite your drafts. [*Writing Workshop special class]
- Participate in the Math 396 Writing Workshop from 10 – 11:50 am on Friday, 9/28 in TBD (conducted by the WOU Writing Center).
- Time to revise your letters and get final versions approved will be allotted in the 2nd half of the workshop.
- The final letters written neatly on provided paper will be due Monday 10/1 at the beginning of class.

Introduction Letter Guidelines

- Read each of your Math Buddy's letters and problem solution.
- Write each a friendly reply as described below.

The overall goals of this first letter are to:

- Introduce yourself
- Set the tone for being excited to have a Math Buddy
- Be positive and upbeat about doing math with your new Math Buddy

You might tell your student(s) about:

- Why you want to become a teacher
- One of your favorite, positive math memories from elementary school
- How you are looking forward to hearing back from them

Appropriately respond to any (appropriate) question(s) your Math Buddy asked you in his or her letter.

If your Math Buddy did not ask any questions you may ask the child one or two “safe” questions about him or herself. For example:

- Their favorite activity
- Their favorite type of pet

Also include one or two questions about:

- What she/he likes about math
- What their class has done this year in math
- What they doing in math right now, etc.

Briefly respond to your Math Buddy's solution to the introductory problem as follows:

- Write a sentence or two specifically praising what they did correctly. For example: "I looked at your BIRDS problem and I like how you ". Avoid phrases like "great job" unless they did all parts of the problem so perfectly they can't possibly be improved.
- Write a sentence or two specifically prompting them to move forward. For example: "Will you help me understand how you _____ by showing how you _____."

Remember to keep all of your sentences simple and direct.

In addition to the student, their ACES classroom teacher, their parents and your professor will be reading each letter.

All papers we send to the children need to be clearly written, content appropriate, impeccably neat, and mathematically and grammatically correct.