



# Results

*District: Cabell County Schools  
Program: Math Together™  
Model: Cross-age, fifth-grade tutors  
Implementation: During School*

*Read what Title I Supervisor Irvin Scarberry says about...*

## **Motivating students**

*The excitement our tutors and tutees express about Math Together™ speaks multitudes about the program. Students are enthusiastic about learning and problem solving, using the manipulatives. They just have a different attitude altogether towards math now.*

*The idea of being together with a peer made a major difference that teachers could not. It motivated the students and made them want to work 10 times harder. Classroom teachers have commented that the students were more willing to do word problems in the regular classroom. I wish I were able to put Math Together™ in every school in the district.*

## **Providing strategies that work**

*The fifth graders loved the historical stories, but the vocabulary used in the passages was sometimes difficult. We took the opportunity to discuss vocabulary during weekly prep sessions, which was excellent for our fifth graders. Tutees also worked on vocabulary development.*

*SOLVE, the problem-solving paradigm used throughout the Math Together™ lessons, was actually introduced district-wide to our third graders, but not to our fifth graders. Once the fifth-grade tutors learned how to use and apply SOLVE, they used the strategy during regular classwork to complete word problems. Not only did they use it for their own work, but classroom teachers reported that the tutors wanted to teach the strategy to other fifth-grade students. The dictum "he who teaches learns" certainly proved true for our students!*

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math **2** together

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# Motivating students towards math literacy

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## **Getting results**

*Participants in Math Together™ saw academic and social benefits. Surprisingly, the fifth graders demonstrated more academic gains than our third graders — not only in math scores, but in reading scores. All participating students improved their reading skills and their ability to attack and solve story problems. They also increased their social skills by learning how to work together in a one-on-one situation.*

## **Improving attendance**

*No one misses Math Together™ — it is “super special” for each participant. The students all made sure that the teacher knew ahead of time if they had to be absent. The word got out about how excited the students were about the program. We had more fifth graders to sign up than we had tutor positions available. Prospective tutors went through an interview process, which included an oral interview with the school principal. Going through this process was highly beneficial to the fifth graders as it is another valuable skill they can continue to use throughout life.*

## **Working out logistics**

*The logistics of the program worked easily for all involved. We implemented the cross-age model with fifth-grade tutors working with our third graders. Tutorials were conducted during the fifth-grade resource time with the Title I teacher. The program really flowed well with the regular school schedule.*

## **Celebrating success**

*Last year there was a big culminating activity with local media coverage. Since we were a pilot site for the program, we were fortunate to have the program author visit the students. So, for our end-of-program celebration, we had an author party. We served lunch and the author signed the students’ T-shirts. The students were really thrilled! I think the success of this program will continue year to year.*

