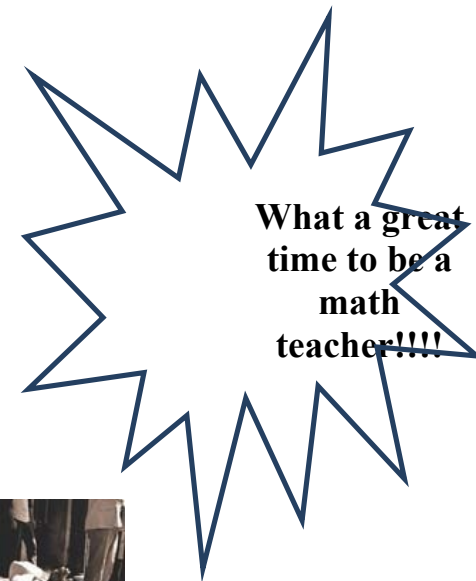


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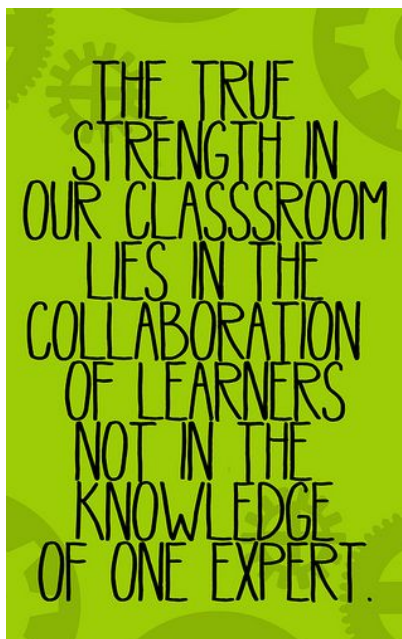


IT'S MATH...WHAT'S THERE TO TALK ABOUT?

- Common Core Standards
- More focus on mathematical reasoning & justification rather than just the “correct answer”.
- Melding of the mathematical “Super Powers”
 - NCTM, AMTE, NCSM, SAP, PARCC, ACT, UA, etc...
- Plethora of available resources online and from across the country/globe
- A desire to connect context & “real world” to “math class”



- **Communication - Instructional programs from prekindergarten through grade 12 should enable all students to—**
- Organize and consolidate their mathematical thinking through communication
- Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
- Analyze and evaluate the mathematical thinking and strategies of others;
- Use the language of mathematics to express mathematical ideas precisely.
NCTM. (2000). *Principles and standards for school mathematics* (Vol. 1). Natl Council of Teachers of.
- MP 3: Construct viable arguments and critique the reasoning of others



O MP 6: Attend to precision

Common Core State Standards Initiative. (2010). *Common Core State Standards for Mathematics*. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers.

O Adapt what we know works in our reading programs and apply it to mathematics instruction.

O Create Language-rich classroom routines.

O Make “Why?”, “How do you know?” and “Can you explain?” classroom mantras.

Leinwand, S. (2009). *Accessible Mathematics*. Heinemann.

5 Productive Talk Moves

Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6*. CA: Math Solutions.

- Revoicing
- Asking Students to Restate Someone Else’s Reasoning
- Asking Students to Apply Their Own Reasoning to Someone Else’s Reasoning
- Prompting Students for Further Participation

- Using Wait Time

Thank You! 😊