Many students seem to lose number sense as they learn algorithms. Number talks encourage students to think flexibly and develop strategies that help them build number sense. Purposeful talk moves can take number talks to a higher level by helping students effectively communicate their reasoning as they share their strategies.

Angela Baker, Elementary Math Support Specialist
Joy Leath, Elementary Math Support Specialist
Rachel Tracz, Title 1 Math Teacher
Chesterfield County Public Schools
Chesterfield, VA
Goals:

- I can describe Talk Moves and how to effectively implement them.

- I can utilize Talk Moves during Number Talks to enhance student engagement.
Review: Number Talks

Things to discuss:

What do you know about Number Talks?
What do you already do? How is it going?
How do students respond to Number Talks?
Do you have any Number Talk ideas you are confused about or have questions about?

Turn and Talk:

Get with a partner (or 2) and discuss how Number Talks are used in your classroom.

Think time: 1 minute
Talk time: 4 minutes
What are Talk Moves?

- “Talk in action”
  - Tools that teachers use to implement classroom talk
  - Support mathematical thinking
  - Different ways to organize students for conversations
  - Create a classroom of respect and equal access to participation

Jigsaw:

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Expert Groups

Divide into 7 Groups, read your section from Chapter 2 and discuss your Talk Move:

- What is your Talk Move? And what does it mean?
- What are questions or sentences starters teachers can use to encourage discussion?
- When and why would you use your Talk Move?

Talk Moves:

1. Say More
2. Revoicing
3. Repeating
4. Press for Reasoning
5. Agree or Disagree
6. Add On
7. Wait Time
Mix It Up
Change groups. You will now teach your new group about your Talk Move.
Let’s take a look:

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**Before Watching:**
Pay attention to the questions or statements that the teacher uses to get her students to engage in mathematical communication.

**After Watching:**
- How do the talk moves encourage students to make connections with each other?
- What can you learn from Ms. Simpson about encouraging students to change their minds?
Watching and Analyzing Talk Moves:

Kindergarten- “Quick Images: Visualising Number Combinations”

- What talk moves do you see, and what do you think the teacher is trying to accomplish by using these talk moves in this combination?

- How could we apply what we saw to number talks?
Let’s Practice:

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4 \times 28 = \quad 23 - 19 =
Talk Formats:

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**Whole Class Discussion:**
Teacher is a facilitator.

**Small Group Discussion:**
Teacher is a monitor.

**Paired Discussion:**
Teacher is a observer.
Supporting ALL learners:

What are the implications for differentiation?
How do you start incorporating talk moves?

- Establish and maintain a safe space
- Provide for equitable participation in number talks
- Be explicit with your expectations about new forms of talk
- Try only one new challenging talk move at a time
Keep in Mind:

The development of the community may take several months.

The classroom will transform as the children and teacher take on new roles and responsibilities.

The ultimate goal is for the teacher to be the facilitator of the number talk and the students should discuss their thinking/reasoning.

Adapted from Crystal Cabral’s “Let’s Talk Math” presentation
What’s the end goal?

Questions about the video:

What does the teacher say?

What sentence starters are used by the students?

What do you think had to happen in this classroom to get students to this point?

Mrs. Augustus’ First Grade Classroom
Putting It All Together:

Think-Pair-Share

Think for 1 minute.
Pair up with someone around you.
Share your thinking

How will you use what you’ve learned today to get students more engaged during Number Talks?

Share ideas whole group.
Closure:

- I can describe Talk Moves and how to effectively implement them.

- I can utilize Talk Moves and other structures during Number Talks to enhance student engagement.

Angela_Baker@ccpsnet.net  
Joy_Leath@ccpsnet.net  
Rachel_Tracz@ccpsnet.net
Talk Moves and the 4 Cs:

Communication, Collaboration, Critical Thinking, Creativity

Timed-Pair-Share
Partner A and Partner B both take turns speaking for 45 second rotations.

Which of the 4 Cs are evident in Number Talks?

You can try some Talk Moves:

“So what I heard you say was... is that correct?”
“I agree/disagree with you because __.”
“I’d like to add-on to you thought about ___.”
“Talk is productive in math class when it is used to strengthen students’ mathematical thinking and reasoning. Student talk must be respectful, engaged, and focused on mathematics; only when both the social and the mathematical aspects of communication are in place do we find that classroom talk offers maximum support for learning.”

“Although we rarely stop to think about our most common conversational prompts, they are among our most important instructional tools.”

Jot Thoughts about Talk Moves: (part 2)

- With your table group, sort your thoughts into 2 categories: **know** and **want to know**.
- Discuss.
- Place sticky notes on appropriate posters.
- Be prepared to share an idea or two with the whole group.

- Whole Group Share