

Conversational Tic-Tac-Toe

Chapter's 9 & 10 Questions

Classroom Discussions: Using Math Talk to Help Students Learn,
Grades 1-6

2. Why is it important to establish and maintain a respectful, supportive environment when utilizing the talk moves? (Principle 1- pg 105-106)

4. How can you provide for equitable participation in classroom talk? (Principle 3- pg 107-108)

6. Why is it important to explain your expectations about new forms of talk with your students? (Principle 4- pg 108)

8. Why is it a good idea to use familiar mathematical concepts when trying out new talk moves or formats? (Principle 5: Try one challenging new thing at a time- pg 108-109)

3. What are some practical suggestions for tracking your own progress in making talk an integral part of your mathematics instruction? Share at least 2 suggestions that you found plausible. (pg 128-130)

1. What are the components for effective lesson planning? Quickly provide a sentence to summarize each of the **five** components. (pg 131-132)

7. What might you need to improvise and respond to in the midst of a lesson? Why is this important? (pg 42 & 140-145)

9. What are the two distinct types of summarizing and solidifying that occurs when using talk in a lesson? List both ways and determine why each is important. (pg 42 & 145-147)

5. There are six suggested ways to begin teaching mathematics in a talk-intensive fashion.

1. Practicing two talk moves on your own (pg 109-1112)

2. Introducing students to talk-centered instruction (pg 112-117)

3. Beginning with a whole-class discussion (pg 117-123)

4. Revoicing in a small-group discussion (pg 123-124)

5. Using partner talk (pg 124-125)

6. Building and supporting an argument (pg 125-128)

Which of these have you tried and/or considered trying? Why did you select this method? How might it assist you in beginning to utilize the talk moves in your classroom?