

Math Talk Observation Form

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

Name:

Grade Level:

Subject:

1st Obs. 2nd Obs. 3rd Obs. 4th Obs. 5th Obs. 6th Obs. By:

Pre-Observation Conference

Date:

At your last Math Talk Observation follow-up conversation, you indicated the following as an area you wanted to focus on before your next observation:

Reflection:

How have you done this? How has it gone? What has been a challenge? Has anything become easier?

What do you want your students to learn during this lesson?

When planning for your lesson, which Talk Moves did you decide would best help your students accomplish the learning objective you have planned for them?

Math Talk Moves

- _____ 1. **Revoicing** (So, you're saying that it's an odd number?)
- _____ 2. **Asking students to restate someone else's reasoning** (Can you repeat what he/she just said in your own words?)
- _____ 3. **Asking students to apply their own reasoning to someone else's reasoning** (Do you agree or disagree and why?)
- _____ 4. **Prompting for further participation** (Would someone like to add on?)
- _____ 5. **Using wait time** (Take your time... we'll wait...)

Which talk formats do you plan on using with your students?

- ____ 1. **Whole Class Discussion**
- ____ 2. **Small Group Discussion**
- ____ 3. **Partner Talk**

Date & Time of Observation:

Mon. Tues. Wed. Thurs. Fri. _____ @ _____ : _____

Observation Notes

Which talk formats were observed? Which talk moves were observed in the lesson? How did students respond to the talk moves?

Whole Group Discussion	Small Group Discussion	Partner Talk
<p>_____ 1. Revoicing (So, you're saying that it's an odd number?)</p> <p>_____ 2. Asking students to restate someone else's reasoning (Can you repeat what he/she just said in your own words?)</p> <p>_____ 3. Asking students to apply their own reasoning to someone else's reasoning (Do you agree or disagree and why?)</p> <p>_____ 4. Prompting for further participation (Would someone like to add on?)</p> <p>_____ 5. Using wait time (Take your time... we'll wait...)</p>	<p>_____ 1. Revoicing (So, you're saying that it's an odd number?)</p> <p>_____ 2. Asking students to restate someone else's reasoning (Can you repeat what he/she just said in your own words?)</p> <p>_____ 3. Asking students to apply their own reasoning to someone else's reasoning (Do you agree or disagree and why?)</p> <p>_____ 4. Prompting for further participation (Would someone like to add on?)</p> <p>_____ 5. Using wait time (Take your time... we'll wait...)</p>	<p>_____ 1. Revoicing (So, you're saying that it's an odd number?)</p> <p>_____ 2. Asking students to restate someone else's reasoning (Can you repeat what he/she just said in your own words?)</p> <p>_____ 3. Asking students to apply their own reasoning to someone else's reasoning (Do you agree or disagree and why?)</p> <p>_____ 4. Prompting for further participation (Would someone like to add on?)</p> <p>_____ 5. Using wait time (Take your time... we'll wait...)</p>

Post Observation Conference: Feedback and Reflective Questions:

Date: