

# CCSS MATH PRACTICES and NUMBER TALKS

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## PRODUCTIVE MATH DISCUSSIONS

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*“Math Talk is the stitching that  
sews fact to meaning.”*

### 3 MATH PRACTICES

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- ≡ Make sense of problems and persevere in solving them
- ≡ Reason abstractly and quantitatively
- ≡ Construct viable arguments and critique the reasoning of others

### NOW

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Pair up and talk about what instructional practice you see in your math classrooms currently.



### 3 MATH PRACTICES

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- ≡ Make sense of problems and persevere in solving them
- ≡ Reason abstractly and quantitatively
- ≡ Construct viable arguments and critique the reasoning of others

### RESOURCE

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5 Practices for Orchestrating  
Productive Math Discussions



Margaret S. Smith  
Mary Kay Stein  
Corwin Press NCTM

## THE TOOLS OF CLASSROOM TALK

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≡ Move 1: Revoicing

( “So you’re saying that it’s an odd number?” )

## THE TOOLS OF CLASSROOM TALK

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≡ Move 2: Repeating: Asking students to restate someone else’s thinking.

( “Can you repeat what he just said in your own words?” )

## THE TOOLS OF CLASSROOM TALK

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≡ Move 3: Reasoning: Asking students to apply their own thinking to someone else's reasoning.

( "Do you agree or disagree and why?" )

## THE TOOLS OF CLASSROOM TALK

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≡ Move 4: Adding on: Prompting students for further participation.

( "Would someone like to add something more to this?" )

## THE TOOLS OF CLASSROOM TALK

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≡ Move 5: Waiting: Use wait time.

( “Take your time. We’ll wait.” )

## NUMBER TALKS

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285

Sample responses:

- ≡ Two hundred eighty-five
- ≡  $200 + 45$
- ≡ Piles of flats, longs, cubes
- ≡  $100 + 100 + 40 + 40 + 5$

## NUMBER TALKS

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6<sup>th</sup> Grade

First: 15% of 326

Second: 13% of 480

## NUMBER TALKS

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8<sup>th</sup> Grade

Expression:  $N + 15$

Say this using words

Think of more than one way

PARTICIPATION

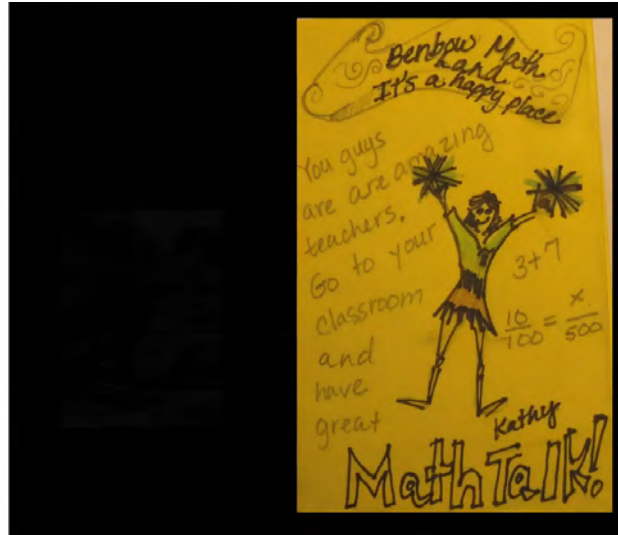
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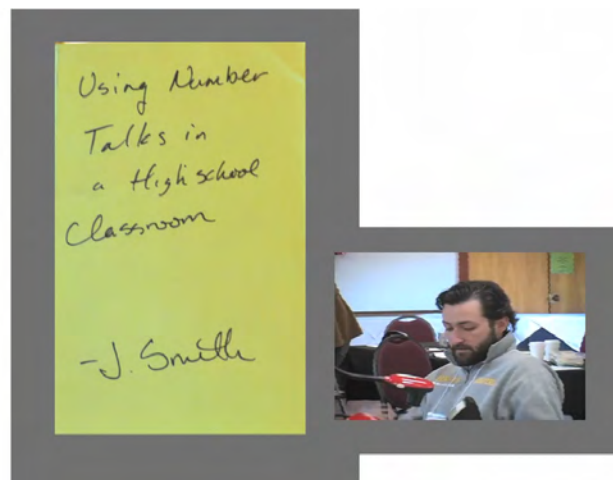


SCASA Breakfast, November 5, 2013





Nicole Cochran, Middle School teacher, Crescent City



Jacob Smith, High School teacher, Ukiah

## ENDING

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Discussion:

What are possible next steps for your school?