



Maths Talk – Tasks

Conceptual Understanding in Numeracy

Professional Learning Pack

These tasks relate to Workshop 2 where each staff member selects a task from the ‘Task List’ included with each pack and prepare to share their findings at Session 2. Each staff member should select one of the tasks from the list below and be prepared in Session 2 to discuss:

- What they did
- Why the task was chosen
- What was discovered
- What changes in practice may result from this

TASK 1

To what extent are your students able to talk about the manipulates they choose and how they use these to solve problems.

TASK 2

Choose one aspect from the flow diagram of Pupil Talk in Maths from *What’s All the Talking About?* to focus on developing over the next few weeks.

TASK 3

During the next week, use incorrect answers as teaching opportunities. In class, take the role of ‘guide’ rather than ‘transmitter of information’.

TASK 4

Look at Table 1 – Levels of Discourse in a Mathematics Classroom in *Let’s Talk: Promoting Mathematical Discourse in the Classroom*. Reflect on your current practice. Where would you place yourself on the table? How could you encourage a greater level of discourse? What changes would need to be made? Implement these changes with one Maths group over the next two weeks and record your findings.

TASK 5

Look at the five categories of ‘follow-up’ moves in *Primary Pupils in Whole-Class Mathematical Conversation*. Reflect on your current practice. Which ‘follow-up’ interactions do you currently use?

Implement using mostly ‘press’ and ‘maintain’ interventions during a lesson and record your findings.

TASK 6

Plan how you can increase children *talking mathematically* in your classroom. What aspects of your lesson will need to be adapted?