

Contents

| | |
|--|-------------|
| Acknowledgments | xiii |
| Why Use Talk in Mathematics Classrooms? | xv |
| How to Use This Resource | xix |
| The Components of <i>Classroom Discussions in Math</i> | xix |
| What’s New to the Third Edition? | xx |
| Guidelines for Watching Videos of Teaching | xxi |
| Teaching with the Common Core State Standards | xxii |
| Math Talk and the Common Core State Standards | xxii |
| Lesson Correlations in this Resource | xxiii |
| Video Clips by Chapter | xxxvii |
| Video Clips by Grade, Including Demographics | xliv |
| Section I Getting Started: Mathematics Learning with Classroom Discussions | 1 |
| Chapter 1 Academically Productive Talk: An Overview | 3 |
| <i>What does productive math talk sound and look like?</i> | |
| About This Chapter | 5 |
| A First Encounter with Examples of Productive Math Discourse | 5 |
| Four Steps Toward Productive Talk | 10 |
| Productive Talk Moves and Tools | 11 |
| Summary of Productive Talk Moves | 28 |
| ▶ Video Clips: Watching and Analyzing Talk Moves | 31 |
| What Next? | 32 |
| Discussion and Reflection | 33 |
| Case 1: What Does Productive Talk Look Like? Mrs. Sigler’s First-Grade Class: Experiences with Triangles | 35 |
| Case 2: What Does Productive Talk Look Like? Ms. Stangle’s Fifth-Grade Class: Fraction Division (Peach Tarts) | 42 |
| ▶ Summary Tables of Productive Talk Moves (Including Video Clips) | 49 |
| | (Continued) |

Chapter 2 How Do We Begin? Classroom Norms for Productive Talk 65
How do we talk about math?
About This Chapter 66
Explaining and Discussing New Forms of Talk 66
The Two Major Goals of Setting Up Classroom Talk Norms 68
Ⓞ Connecting Classroom Norms with the Talk Moves: Video Clips 78
Two Productive Talk Formats 80
Discussion and Reflection 87

Section II The Mathematics: What Do We Talk About? 89

Chapter 3 Talking About Mathematical Concepts 91
About This Chapter 92
What Is a Mathematical Concept? 92
Three Suggestions for Using Whole-Class Discussions on Concepts 93
Discussion and Reflection 117

Chapter 4 Talking About Computational Procedures 119
About This Chapter 120
What Is a Computational Procedure? 120
Three Suggestions for Whole-Class Discussions on Computational Procedures 121
Discussion and Reflection 149

Chapter 5 Talking About Solution Methods and Problem-Solving Strategies 151
About This Chapter 152
Why Solution Methods and Problem-Solving Strategies? 152

| | |
|--|------------|
| Four Suggestions for Using Whole-Class Discussions in Problem Solving | 153 |
| Discussion and Reflection | 185 |
| Chapter 6 Talking About Mathematical Reasoning | 187 |
| About This Chapter | 188 |
| What Is Reasoning? | 188 |
| Three Suggestions for Using Whole-Class Discussions to Help Students Reason | 189 |
| Discussion and Reflection | 213 |
| Chapter 7 Talking About Mathematical Terminology, Symbols, and Definitions | 215 |
| About This Chapter | 217 |
| How Do We Learn Mathematical Terms? | 217 |
| Four Suggestions for Using Whole-Class Discussions Related to Mathematical Terminology, Symbols, and Definitions | 218 |
| Discussion and Reflection | 254 |
| Section III Implementing Classroom Discussions | 255 |
| Chapter 8 Planning Talk-Based Lessons | 257 |
| <i>How do we create lesson plans that focus explicitly on student discourse?</i> | |
| About This Chapter | 258 |
| Lesson Plans for Introducing Your Students to Math Talk | 258 |
| Four Steps for Planning Talk-Based Lessons | 268 |
| Exploring a Sample Talk-Based Lesson Plan: Analyzing Data from a Bar Graph | 274 |
| Discussion and Reflection | 286 |

(Continued)

Chapter 9 Troubleshooting Common Math Talk Problems
and Concerns 287

About This Chapter 289

My Students Won't Talk! 290

The Same Few Students Do *All* the Talking! 292

Should I Call on Students Who Do Not Raise Their Hands? 294

My Students Will Talk, But They Won't Listen 296

"Huh?" How Do I Respond to Incomprehensible
Contributions? 297

Brilliant, But Did Anyone Understand? 299

I Have Students at *Very* Different Levels 300

What Should I Do When Students Are Wrong? 301

This Discussion Is Not Going Anywhere. . . . 303

Students' Answers Are So Superficial! 304

What If the First Student to Speak Gives the Right Answer? 305

What Should I Do for English Language Learners? 306

I'm Falling Behind in My Curriculum 307

Students Are Off-Task While Working in Small Groups 308

The Parents of My Students Have a Lot of Questions
About All of This Talking 309

Reassurance from Project Challenge Students 311

Discussion and Reflection 316

Appendices

Appendix A: The Research: Project Challenge 319

Appendix B: Lesson Plans 325

Appendix C: Lesson Planning Template 377

References 379

Index 383