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**Enhancing Mathematical Learning Through Talk : Follow up Tasks for June/July 2014**

**Task 1a**

Identify 3 lessons between now and the end of term where it will be possible for you to explore maths talk opportunities with a small group(s) of children. You could identify one lesson per week or three consecutive lessons in one week or one lesson every other day – whichever is best for you in your end of term programme.

Make a choice of one kind of focus or activity for the talk, for example:

* a logical thinking or reasoning activity or game
* a co-operative problem solving activity (pieces of the puzzle)
* a think-talk-maths box or props activity

Your own role will differ depending on your choice of activity but try to create as much space as possible for the children to talk – let them know that you would like to listen to their thinking. If you can, audio- or video- record their conversation.

**Task 1b**

Try one new thing in your interactions with the children – either linked to the above or at other times in your mathematics teaching (or both!)

* **re-proposing** where you can capture something that a child has said in order to

re-propose it to them either there and then or, on another occasion. You may

want to write it down and share it the next day.

* **adopt a phrase** for example,

tell me more… hold that thought… that’s good thinking because…

how do you know? is there another way of saying that (thinking about that?)

What happens if? your solution helps us to think about… so now…..

that’s good thinking and so… teach me how to do that…

* + - * **adapted version of ‘pose, pause, pounce and bounce’ (**Ross Morrison McGill)

Jot down some reflections for Task 1a and 1b in your journal – make links to the Framework for Reflection where appropriate.

**Task 2**

Complete two or more readings and take some time to reflect in your journal on the issues arising using the Framework for Reflection prompts as appropriate.

**Task 3**

Continue to refresh your mathematics subject knowledge using Derek Haylock’s *Mathematics Explained for Primary Teachers* as support.

Take some time to reflect in your journal on the issues arising for you using the Framework for Reflection as appropriate.

**Task 4**

Review the ideas that we have worked on and the tasks that you have completed so far and identify 6 ‘things’ that you are going to take with you into your teaching in September – one linked or emerging from each Framework for Reflection hexagon. Make a list of the six things and a **brief** explanation (3-4 sentences) as to why they have captured your attention. If you would like to write more for one or more of the things on your list then please do!

Send to Christine by July 31st 2014 [c.h.mitchell@exeter.ac.uk](mailto:c.h.mitchell@exeter.ac.uk)

**Activity References**

ATM Exploring mathematics with younger children – CPD day 2 session handout

ATM It makes You Think! Mathematical Puzzles and Problems [www.atm.org.uk](http://www.atm.org.uk) 01332 346599

ATM Little People Big Maths – copy provided at CPD day 2

Claire Publications [www.clairepublications.com](http://www.clairepublications.com) 01206 211020

BEAM (Be A Mathematician) publications via Open University Press Educational Division

Nrich.maths.org.uk – good for KS1 ‘reasoning and convincing’ starting points

**Enhancing Mathematical Learning Through Talk : Follow up Task 4**

Please complete and e-mail to Christine at [c.h.mitchell@exeter.ac.uk](mailto:c.h.mitchell@exeter.ac.uk) by July 31st 2014, thank you.

***Task 4***

*Review the ideas that we have worked on and the tasks that you have completed so far and identify 6 ‘things’ that you are going to take with you into your teaching in September – one from each Framework for Reflection hexagon. Make a list of the six things and a* ***brief*** *explanation (3-4 sentences) as to why they have captured your attention.*

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| Six ‘things’ to be taken into teaching in September | Brief explanation as to why this has captured your attention |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |

Final reflection?