**Mathematics Instructional Design, Delivery and Assessment**

**Grades 3-5**

**ISBE Foundational Services**

**Math Talks:**

* What are some components of a Math Talk?
* How do you do a Math Talk?

**Illinois Teach and Talk**

* [www.ilteachandtalk.org](http://www.ilteachandtalk.org)
* Take some time to review and then choose a standard and a PowerPoint slideshow
* Pick someone at your table’s to do.

**Compare 2/5 2/3**

**Use a number line or area model to justify your answer.**

**Resources:**

* PARCC Partnership Resource Center – prc.parcconline.org (Code IL1818)
* Jo Boaler video - <https://www.youtube.com/watch?v=3icoSeGqQtY>
* Grade 5 Re-engagement Lesson <http://www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons/5th-grade-math-interpreting-fractions/lesson-part-1>
* Grade 3 Number Talk: <http://www.mathsolutions.com/videopage/videos/Final/Classroom_NumberTalk_Gr3.swf>
* Implementation Guides <http://www.ilclassroomsinaction.org/implementation-guides-for-math.html>
* Number Talks – Helping Children Build Mental Math and Computation Strategies (K-5), by Sherry Parrish
* Making Number Talks Matter – Developing Mathematical Practices and Deepening Understanding, Grades 4-10, by Cathy Humphreys & Ruth Parker

**Planning a Number Talk – Appendix A Making Math Talks Matter**

**By Cathy Humphreys & Ruth Parker**

|  |  |
| --- | --- |
| Anticipate different strategies | Recording methods |
| Questions for students | Reflections |

**Number Talks (3rd Grade VF654116): Notes:**



Create your own Math Talk Based on a PARCC Problem and an upcoming lesson in your class.

* + Share with a partner
	+ Make sure all components are present.
	+ Think about, reflect or practice how you will facilitate this problem.

**Re-Engagement Lesson (Grade 4 M02080): Notes:**

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Explain any errors you see in the work. Find the correct

solution. Show your work or explain your answer.

Student 1:



Student 2:



Student 3:

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**Student 4:**

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Create your own Re-engagement Lesson based on a PARCC Problem and an upcoming lesson in your classroom:

* Share with a partner
* Think about, reflect or practice how you will facilitate this problem