



Elementary/Secondary Mathematics Academic Circles

Topic: Number Talk

Purpose	To create a fun way for adults to help their students 'developed mental calculation through Number Talk while working at home.
Materials	A book, a small object or an item of sentimental value that will be the Talking Piece.
Set Up	Arrange everyone in the family to sit together in a circle in a space where nothing is in the middle of the circle
Steps	<p>Guidelines Read the Guidelines out loud to your children:</p> <ul style="list-style-type: none"> - This is our family learning circle. We are going to learn from each other by speaking from the heart, listening from the heart, say just enough, and trust you know what to say. <p>Opening Activity This is a fun question to get started. This could also be a question to ask how everyone is feeling/doing. Everyone takes a turn by passing the talking piece. Everyone else is listening. Read the questions to your children, and you as the parent answer the question first:</p> <ul style="list-style-type: none"> - Would you rather be one inch tall or 10 feet tall? Why? <p>Grades Pre-Kindergarten – Kindergarten Say: Today we are going to show each other what the numbers 1 – 10; look like with our fingers. As the talking piece moves around each student will have the opportunity to show the number you call out when the talking piece is in their hand. Repeat the process for each number.</p> <p>Grades 1st – 2nd Say: Today we are going to do addition. Say: 1 + 1... pass the talking piece. Allow everyone to response or to pass. Say: 2 + 2... (continue with the same process using additional digits)</p> <p>Grades 3rd – 4th Say: Today we are going to work on multiplication. Say: 3 x 3 ... pass the talking piece. Allow everyone to response or to pass. Say: 4 x 4 ... (continue with the same process using additional digits)</p> <p>Grades 5th – 6th Say: Today we are going to work on fractions. (for this lesson allow students sometime and a workspace to complete the problem) (return to gathering space for the circle) Allow students to give their responses as well as to assist with any misconceptions. Which is larger $\frac{1}{4}$ or $\frac{1}{8}$? How do you know? Which is smaller $\frac{1}{2}$ or $\frac{1}{3}$? How do you know? (Continue the same process with comparing other fractions)</p> <p>Closing: What can we do next to make learning fun? Write down all suggestion and post them on the refrigerator. Find a way to include your child's suggestions make them apart of the process and they will own it.</p>
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