

Math Lesson Map

Number Talk

15 minutes

Number Talks are a chance for students to come together to practice fluency and share their mathematical thinking by engaging in conversations and discussions around purposefully crafted problems and number sense activities.

The structure of math lessons should follow the Launch, Explore, Summarize format. This structure allows students to explore mathematical concepts with rigor (fluency, concept development, and application) to develop understanding in ways that make sense.

LAUNCH

The teacher sets the stage for learning by ensuring the purpose and the rationale of the lesson is clear by connecting the purpose to prior learning, posing the problem(s) and introducing the **Explore** task for students. During this time the teacher is identifying the tools and materials available, reviewing academic vocabulary, and setting the expectations for the lesson.

The students are actively engaged in a short task or discussion to activate prior knowledge in preparation of the **Explore** task. Students may be using tools and/or manipulatives to make sense of the mathematical concept.

WHOLE GROUP

EXPLORE

The teacher provides opportunities and support for students to develop conceptual understanding by providing meaningful explorations and tasks that promote active student engagement.

The teacher monitors the development of student understanding by observing student thinking and using questions to stimulate thinking.

The students are actively engaged in constructing meaning of the mathematical concept being taught. Students use multiple representations in solving rich tasks and communicating their mathematical understanding.

INDIVIDUAL, PAIRS, OR SMALL GROUP

SUMMARIZE

The teacher provides opportunities to make public the learning that was accomplished by the students by sharing evidence of what was learned, providing opportunities for students to analyze, share, discuss, extend, connect, consolidate, and record thinking strategies. A summary of the learning is articulated and connected to the purpose of the lesson.

The students are actively engaged as a community of learners, discussing, justifying, and challenging various solutions to the **Explore** task. The students are able to articulate the learning/understanding of the mathematical concept being taught either orally or in writing.

WHOLE GROUP

FORMATIVE ASSESSMENT

The teacher determines what students have learned or are struggling with from the **Explore** task. The teacher may use anecdotal notes from observing the students, examine student work from the **Explore** task, or use an exit slip that students complete independently.

The students are actively engaged in showing their learning accomplishments related to the mathematical concept of the lesson.

INDIVIDUAL