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# Being Intentional: Using Number Talks to Promote Equity

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# Number talks

Short classroom discussion about mental math questions

- Elicit students' strategies
- Make strategies visible for everyone to see
- Facilitate discussion for analyzing and comparing students' strategies





# IURN project goals

## Equity-focused number talks

- using number talks to support all learners;
- focusing on underserved students;
- support safe, inclusive discussions about number concepts which **honour anticipated and unexpected ways of knowing and doing mathematics**;
- documenting what equity focused number talks look like in the classroom.





# Our inquiry

Reflecting on...

Who shares mental math strategies and how do teachers take up student strategies for group discussion?





# Number talks

$$39 + 27$$





# Number talks

Make your mental math strategy visible for everyone to see

$$39 + 27$$





# Para-phrasing...Para-imaging (Davis, 2023)

How did we make mental math strategies visible?

Is there evidence of quantity? (i.e., “howmuchness”)





# Our study

Three elementary classrooms (HRCE, CCRCE)

Grade 4 classroom in HRCE

Who: Teacher, Mathematics Coach, Two Researchers, 23 students including those underserved







# Making mental math strategies visible

Let's listen to Niall's Strategy

Record Niall's mental math strategy for everyone to see



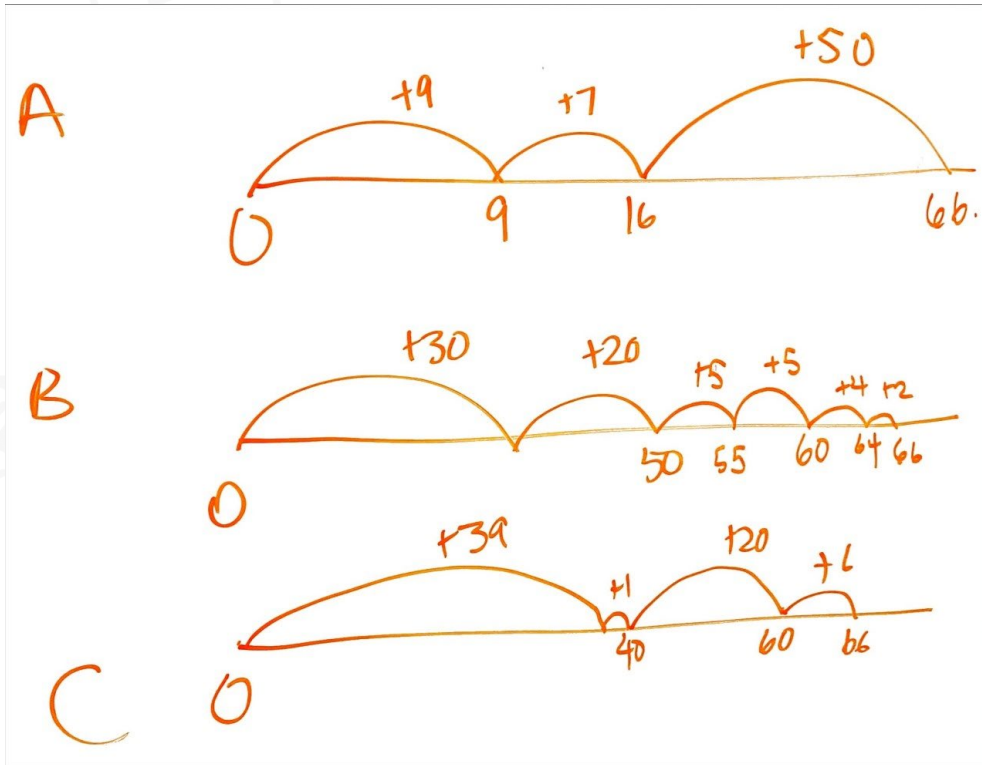


# Making mental math strategies visible

## Niall's Strategy

Try using an open numberline to para-image Niall's mental math strategy





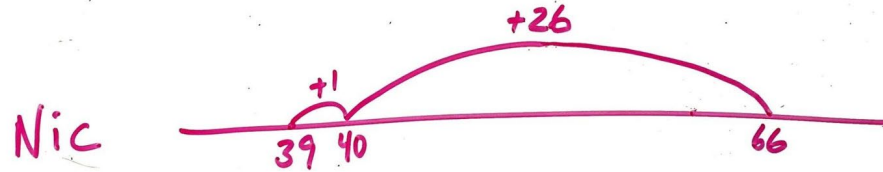
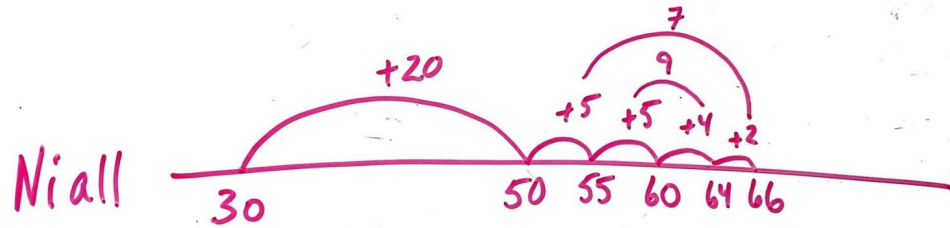
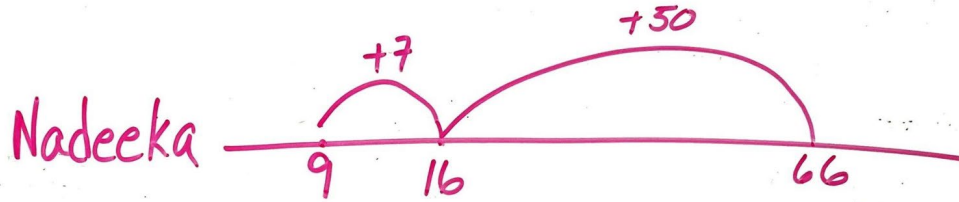


# Reflecting

## Niall's Strategy

Group analysis with PSTs at StFX







# Being intentional

## Number Talks

- Purposeful practice: para-imaging
- Seeing your strategy in others

(e.g., Can you find your strategy in the 2-3 strategies made visible? If not, which one is most like your?)

- Who shares?





# Teacher reflection

Who shares and why?

Listen for why the teacher selects the student to share (i.e., how does she intentionally raise the status of the student?)





# Interested in further reading

MTA newsletter

Check out our article in the May/June edition of the MTA

