Talk, Talk, Talk, Talk Talk: Routines for Math Workshop

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@lamacgirl #NCTM100 #InspireMathCulture
Essential Questions

• How can we rehumanize the learning cultures in our mathematics classes for Black students?

• How do you help your Black students feel a sense of belonging in your math class?

• What policies/practices can we implement immediately to give each and every Black student access to mathematics?

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Think about a time when you felt as if you didn’t belong in school.
Reflect
Describe the learning culture you would like to see in your schools for your Black students (25 characters or less).

• Go to www.menti.com or use QR code (camera)
• Enter code 64 09 05
Describe the learning culture you would like to see in your schools for Black students?
Which Does Not Belong?

- 12, 17, 18, 22
- 1,896; 1,954; 1,938; 2,003
- 5, 4, 2.7, 1.3

Adapted from *Making Sense of Math: A Focus on Reasoning and Discourse* (Math Solutions, 2013).
Steps to Making Black Students Feel As if They Belong

- Identify your cultural frame of reference.
- Widen your cultural lens.
- Examine your key triggers
- Understanding cultural vs. environmental behaviors
Benefits of Math Talk for Black Students

- Gives students time to make connections and integrate learning.
- Allows students to be expressive and flexible.
- Encourages collaborative learning.
- Develops academic language.
- Establishes student talk expectations and situational appropriateness.

Discussion and Participation Protocols

• Whole Class
  – Give a Shout Out
  – Pass It On

• Small Group
  – Roll ‘Em / Numbered Heads Together
  – Put Your Two Cents In

• Partner talk
  – Give One, Get One
  – Silent Appointment

Talk Moves

• Waiting
• Revoicing
• Turn and Talk
• Adding on
• Repeating
• Reasoning
• Say More

Tell Me All You Can

• The answer is going to be around/about ________ because ________.
• The answer is going to be close to __________ because __________.
• The answer is going to be between ________ and ________ because __________.
• The answer is going to be greater than ________ because _________________.
• The answer is going to be less than _____ because ________.

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• The answer is going to be about ___ because _____.

• The answer is going to be between ___ and ___ because ___.

• The answer is going to be less than ___ because ___.

• The answer is going to be greater than ___ because _____.

$1.9 + $2.7

• The answer is going to be about ___ because ____.
• The answer is going to be between ___ and ___ because ____.
• The answer is going to be less than ___ because ____.
• The answer is going to be greater than ___ because ____.

\[ 4 \times \frac{3}{5} \]

• The answer is going to be about ___ because ____.

• The answer is going to be between ___ and ___ because ____.

• The answer is going to be less than ___ because ____.

• The answer is going to be greater than ___ because ____.

adapted from Rusty Bresser and Caren Holtzman, Minilessons for Math Practice, Grades 3-5. (Math Solutions, 2006).
“Teachers have no control over institutional racism kids face, the families they come from, where they live, or what happened on the way to school, but they can control the conditions in their classrooms.”

Jeffery Duncan-Andrade, *Notes to Educators: Hope Required When Growing a Rose in Concrete*. (Harvard Review, 2009)
Reflection

• What are intentional ways that you can foster a learning culture where Black students feel as if they belong?
• Name one strategy/practice you are planning to implement to ensure your districts/schools are creating a culture of learning for each and every Black student?

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Call to Action

• Review policies/practices to see how they provide Black students a sense of belonging.
• Require reading of a few titles that will support ALL teachers to identify cultural frame of reference and practices to build that allow for authentic connections with Black students.
• Implement a strategy/practice that is focused on supporting the learning of each and every Black student.

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