

THE TALK PLAN

Timing	Section of talk	Comments and instructions
30 SECONDS	Hand out cards to groups of learners	
30 SECONDS	Breathe and visualise	<i>Close eyes and visualise the pattern / sum on the card</i>
30 SECONDS	How many and how do you see them? OR Can you solve this problem? Think about how you will explain how you got your answer	<i>No touching (hands behind back) No writing (except for large multiplication problems)</i>
8 MINUTES	Whole class talk	<i>Use the prompt (see separate examples) Use questions (see overleaf) Teacher records visually (use coloured chalk if possible) Keep all records up so learners can see while watching / listening to others and see if their method is same / different Encourage use of hand signals</i>
1 MINUTE	Discussion of strategies	<i>Discuss the strategies contributed Which are more efficient? Accurate? As a class agree on the 2 most efficient strategies as key strategies Write final strategies on flip chart to hang on class wall</i>
30 SECONDS	Recap of efficient strategies	<i>Whole class to point and say the 2 most efficient strategies</i>
APPROX 11 MINUTES		

POST TALK ACTIVITIES

- Create and post a class strategy chart after each talk.
- Give quick problems similar to the ones in the week's strategy talks. Learners are required to solve each problem in 2 ways.
- Solve a 'homework problem': Give one example related to the strategy talk. Learners solve the problem using an efficient strategy recapped in a class strategy talk and then use any strategy they wish.

POST TALK REFLECTION

- Which key strategies emerged from the talk?
- What were the successes and challenges of the talk?
- How would you change the prompts or extend the problem for future talks?
- What type of questions did you ask during the talk and how did your learners react to these?
Which questions worked best?
- Were there any learners who were not able to see and use the key strategies? What might be done for them?



ETHOS

- *Provide a safe environment where each child's thinking is valued.*
 - *Accept answers without criticism*
 - *Encourage students to listen to each other*
 - *Encourage students to use hand signals*
 - *Encourage students to self-correct (ask: "Are you sure? Convince me.")*
- *Focus on **HOW** children get their answers*
- *Provide adequate wait time for thinking*
- *Record, clarify, restate*

QUESTION PROMPTS

- *How did you work that out?*
- *What was the first thing your eyes saw?*
- *How did you get your answer?*
- *How did you solve this problem?*
- *Who would like to share their thinking?*
- *Who did it another way?*
- *How many people solved it the same way as Mpho?*
- *Does anyone have the same answer but a different way to explain it?*
- *Can you describe your method to us all? Can you explain why it works?*
- *What do you think about what Mpho said?*
- *Do you agree? Why or why not?*
- *Do you understand what Mpho is saying?*
- *Can you convince the rest of us that your answer makes sense?*
- *What have you learned or found out today?*
- *Which strategy seems to be the fastest?*