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**Enhancing Mathematical Learning Through Talk : Follow up Tasks for April/May 2014**

**Task 1**

Identify 4 children in your class to monitor their current calculating strategies.

You could choose a representative lower ability, higher ability and middle ability child plus one other child that you are not so sure about.

Alternatively, you could choose a higher ability, lower ability and two middle ability children.

Set the scene in terms of you are interested in finding out how they work out the answers to some calculations (sums) in their head and that you will be writing down some notes to help you.

Use the *Monitoring Progress in Calculating* proforma to record their responses to the ‘sums.’

You can record two children on one sheet – useful to compare. At a later stage (July) you can repeat the exercise and record each child’s response underneath their first set of responses and in this way, you can record fine detailed progress.

You will need to prepare A5 versions of each sum that you are asking them to complete.

5+7

13-6

9-7

10+8

Complete the calculations in the order on the monitoring records beginning with the addition examples. It’s okay not to complete all of the examples but try to complete at least some addition and some difference examples.

It’s okay to have some counters or apparatus available but don’t offer it until you really feel it’s necessary and at that point allow the child to complete the calculation and then either stop altogether or offer a difference example if you haven’t already done so.

Take some time to reflect on the task in your journal and using the Framework for Reflection addressing progression, scaffolding learning and other prompts that link to your experiences during the task – any surprises?