

The image shows a collection of math activity cards designed for a 'Math Chat' session. The cards are arranged in a grid-like pattern on a wooden surface. Each card features a different math theme and includes a 'Math Chat' section, a 'Silent Thinking Time' section, and a 'Word Problem' section.

- Card 1: 2.1 MATH CHAT**  
SILENT THINKING TIME: MYSTERY NUMBER  
What is the missing number?  
11 + 27 = 38
- Card 2: 2.2 MATH CHAT**  
SILENT THINKING TIME: TRUE OR FALSE?  
True or False:  $6 + 6 = 12$
- Card 3: 2.3 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
The zebra herd has 4 adult males, 5 adult females, and 6 foals. How many zebras are there in total?
- Card 4: 2.4 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
The zebra herd has 4 adult males, 5 adult females, and 6 foals. How many zebras are there in total?
- Card 5: 2.5 MATH CHAT**  
SILENT THINKING TIME: MAKE MY NUMBER  
What is the total?  
A 4x4 grid with 7 shaded circles.
- Card 6: 2.6 MATH CHAT**  
SILENT THINKING TIME: 4 FRAME FLASH  
A 4x4 grid with 7 shaded circles.
- Card 7: 2.7 MATH CHAT**  
SILENT THINKING TIME: A SNORKELING STORY  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 8: 2.8 MATH CHAT**  
SILENT THINKING TIME: MYSTERY NUMBER  
What Number Am I?  
I am a 2 digit number.  
I have 1 8 in the ones place.  
I have 1 1 in the tens place.
- Card 9: 2.9 MATH CHAT**  
SILENT THINKING TIME: TRUE OR FALSE?  
True or False:  $14 - 8 = 7$
- Card 10: 2.10 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Brook had 15 balloons in all. She had 7 balloons. How many balloons did Brook have?
- Card 11: 2.11 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 12: 2.12 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 13: 2.13 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 14: 2.14 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 15: 2.15 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?
- Card 16: 2.16 MATH CHAT**  
SILENT THINKING TIME: WORD PROBLEM  
Ken & Sam went fishing at the pond. Ken caught 7 fish. The Dora caught a total of 10 fish. How many fish did they catch in total?

**Math Chat Expectations:**

1. Be Respectful
2. Thinking Time
3. Try Your Best
4. Strategies
5. Let's Chat!

**Hand Signals:**

- 1. I am thinking
- 2. Please wait
- 3. I have more for the strategies
- 4. I am done

**Math Chat Expectations Poster:**

- 1. Be Respectful
- 2. Thinking Time
- 3. Try Your Best
- 4. Strategies
- 5. Let's Chat!

## Math Chat

**Timothy Hopkins**

## Math Chat:

**The Math Chat Book** Frank Morgan,2000-04-27 A collection of mathematical questions and answers about everyday events familiar to everybody     *Semiotics as a Tool for Learning Mathematics* Adalira Sáenz-Ludlow,Gert Kadunz,2015-12-17 Semiotics as a Tool for Learning Mathematics is a collection of ten theoretical and empirical chapters from researchers all over the world who are interested in semiotic notions and their practical uses in mathematics classrooms Collectively they present a semiotic contribution to enhance pedagogical aspects both for the teaching of school mathematics and for the preparation of pre service teachers This enhancement involves the use of diagrams to visualize implicit or explicit mathematical relations and the use of mathematical discourse to facilitate the emergence of inferential reasoning in the process of argumentation It will also facilitate the construction of proofs and solutions of mathematical problems as well as the progressive construction of mathematical conceptions that eventually will approximate the concepts encoded in mathematical symbols These symbols hinge not only on mental operations but also on indexical and iconic aspects aspects which often are not taken into account when working on the meaning of mathematical symbols For such an enhancement to happen it is necessary to transform basic notions of semiotic theories to make them usable for mathematics education In addition it is also necessary to back theoretical claims with empirical data This anthology attempts to deal with such a conjunction Overall this book can be used as a theoretical basis for further semiotic considerations as well as for the design of different ways of teaching mathematical concepts     **Math Horizons** ,1997     *Essays In Computer-Supported Collaborative Learning* Gerry Stahl,2016-01-26 These essays are some of the most important papers co written with my colleagues that supplement the discussion of CSCL research in the published books These chapters take the discussion in specific directions They begin with my general reflections on the importance of CSCL as a research field situating my work on the VMT Project and my theory of group cognition within the field of CSCL They describe the VMT research project including its research approach technology pedagogy and analysis methods Mostly they discuss in some detail the findings that have emerged from the VMT Project about the nature of online interaction in that type of CSCL setting The volume concludes with reports of work in the project and future directions that were underway     **Math Educ** ,2007 Contains abstracts in the field of mathematics education extracted from documents worldwide     *Intelligent Computer Mathematics* Florian Rabe,William M. Farmer,Grant O. Passmore,Abdou Youssef,2018-08-02 This book constitutes the refereed proceedings of the 11th International Conference on Intelligent Computer Mathematics CICM 2018 held in Hagenberg Austria in August 2018 The 23 full papers presented were carefully reviewed and selected from a total of 36 submissions The papers focus on the Calculemus Digital Mathematics Libraries and Mathematical Knowledge Management tracks which also correspond to the subject areas of the predecessor meetings Orthogonally the Systems and Projects track called for descriptions of digital resources such as data and systems and of projects whether old current or new and survey papers

covering any topics of relevance to the CICM community *Making a Difference: Volume I and II* Sasha A. Barab, Kenneth E. Hay, Nancy Butler Songer, Daniel T. Hickey, 2017-09-05 William Wordsworth 1770-1850 needs little introduction as the central figure in Romantic poetry and a crucial influence in the development of poetry generally. This broad ranging survey redefines the variety of his writing by showing how it incorporates contemporary concepts of language difference and the ways in which popular and serious literature were compared and distinguished during this period. It discusses many of Wordsworth's later poems comparing his work with that of his regional contemporaries as well as major writers such as Scott. The key theme of relationship both between characters within poems and between poet and reader is explored through Wordsworth's construction of community and his use of power relationships. A serious discussion of the place of sexual feeling in his writing is also included.

**Theoretical Investigations** Gerry Stahl, 2021-04-23 Computers have transformed how we think, discuss and learn as individuals in groups within cultures and globally. However, social media are problematic, fostering flaming culture wars and fake news. This volume presents an alternative paradigm for computer support of group thinking, collaborative learning and joint knowledge construction. This requires expanding concepts of cognition to collectivities like collaborative groups of networked students. **Theoretical Investigations** explores the conditions for group cognition, supplying a philosophical foundation for new models of pedagogy and methods to analyze group interaction. Twenty five self-contained investigations document progress in research on computer supported collaborative learning (CSCL) both in Stahl's own research and during the first decade of the CSCL journal. The volume begins with two new reflections on the vision and theory that result from this research. Representing both ethnomethodological and social constructivist research paradigms, the investigations within this volume comprise a selection of seminal and influential articles and critical commentaries that contribute to an understanding of concepts and themes central to the CSCL field. The book elaborates an innovative theory of group cognition and substantiates the pedagogical potential of CSCL. **Theoretical Investigations: Philosophical Foundations of Group Cognition** is essential as a graduate text for courses in educational theory, instructional design, learning and networked technologies. The investigations will also appeal to researchers and practitioners in those areas.

**Teaching Children Mathematics**, 2000 *Math Chat* Sydnie Meltzer Kleinhenz, 2000 **The Mathematics Teacher**, 1930 **Look for the Math Around You** Alice Aspinall, 2020-11-18 **Look for the Math Around You** Math Chats is a collection of real life photos with question prompts to help start math conversations with children. Most of our everyday experiences can spark a math chat; we just need to be on the lookout. Children develop a love of mathematics when they learn to make connections that are relevant in their lives. Perfect for reading at home or in the classroom, this book will help children see math in their daily lives. Use the optional prompts or go off script and have fun looking for the math around you.

**Mathematics and Science Curriculum Programs**, 2002 **Mathematics in Science and Engineering** Solomon Lefschetz, 1965 **Mathematics Magazine**, 1996 **1001 Best Websites for Educators** Timothy Hopkins, 2001 **Teaching Secondary Mathematics**

Alfred S. Posamentier, Beverly S. Smith, Jay Stepelman, 2006 For courses in Secondary Mathematics Methods Teaching Secondary Mathematics Techniques and Enrichment Units 7th edition has been thoroughly revised to discuss current methods of teaching mathematics considering all aspects and responsibilities of the job beginning with a brief overview of the history of mathematics education and how it has evolved over time to include standards for teaching and assessment. The authors address how to craft rich and effective daily lesson plans and how to use a variety of instructional tools and strategies to reach all students in a classroom. Problem solving is a key focus from its instructional underpinnings to its recreational and motivational aspects. The second part of the text provides mathematics teachers with a collection of enrichment units appropriate for the entire secondary school curriculum spectrum. The American Mathematical Monthly, 2009. The Australian Mathematics Teacher, 1998. *Internet Directory for Teachers* Grace Jasmine, Julia Jasmine, 1997. These pages guide teachers to the best and most useful resources on the Internet for use in the classroom for career development and for joining the educational community. The multi platform CD ROM includes an Internet service provider a search engine and links to sites.

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