

Karen Garraway

Week # 6 Video Assignment

Prof. Dr. Ruiz

02/25/2023

Video Title - Using Number Talks To Meet Students' Needs

Standards - CCSS Math Content 5.NF. B.4

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation.

Manipulatives/visual representations used

- Connection blocks, highlighter pens, drawings, index cards

Language/discourse

- Number talk, multiplication, divisions, equations, misconceptions, model, manipulatives, small group, doubling, tenths

Teaching Steps

1. Ms Murry started by explaining to students that she's going to do a number talk check-in to see what students know, especially those that she hasn't heard from during previous talks.
2. Students then were given a card to write and solve the equation posted on the board, 4 and $\frac{2}{3} \times 3$ for the number talk check-in.
3. Students' responses were collected and checked for understanding and misconception.

4. Based on the information gathered, Ms. Murray selected four students for small group instruction. The other students were given task menus to complete independently, while Ms. Murray worked with the group.
5. In the small group, students were given highlighter pens, connect blocks and pictures to aid them while problem solving.
6. To check for understanding, Ms. Murray asked the students questions like, "Could you highlight three tenths of that picture?", and "What if now you want to highlight 2 groups of three tenths?". She also asked students to use their blocks to represent various fractions.

In my opinion, this is an example of equity in the math classroom. Meeting the needs of all students is key to creating equity. The strategies used by Ms. Murray are great ways to identify students that are struggling and need more instructional guidance. When in whole group, Ms. Murray recognized that some students don't respond during discussions, their hands never went up to answer questions or give input. The number talk check-in strategy and subsequent pulling out of students for small group instructions, resulted in the teacher being able to have an understanding of students' misconceptions, and respond to those misconceptions. I liked the way Ms. Murray used connecting blocks and pictures to help the students to visually construct or draw in the fractions represented. One particular strategy that stood out was having students use pictures of a spider's leg and highlighters to shade in fractions. Because of the small group structure, Ms. Murray was able to have a hands-on approach, a more individualized approach with students and the students were more engaged in the process.