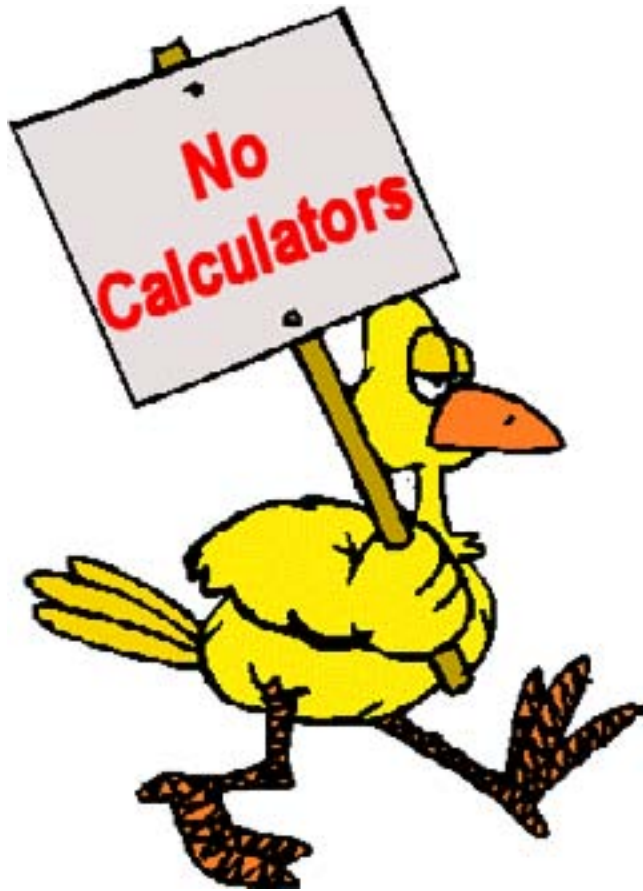
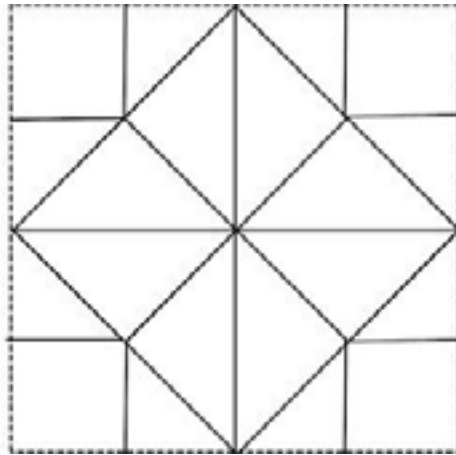
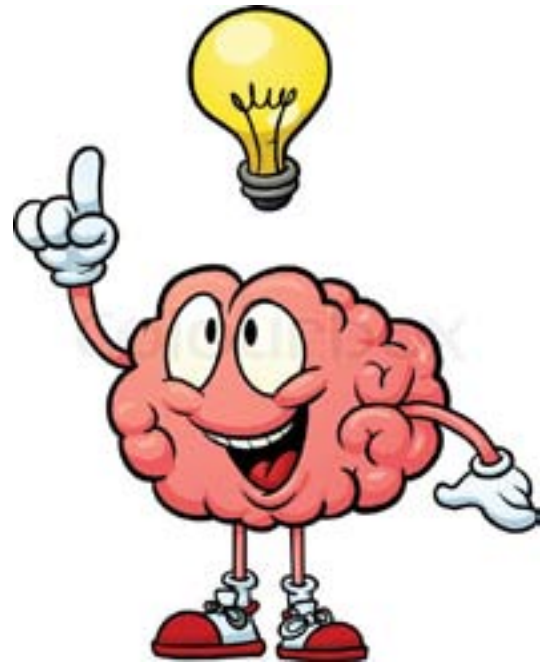


Rapid Addition Chatterboxes



Brains only
to be used



remember those number
bonds the chatty way!

Rapid Addition Chatterboxes

Our Chatterbox Tables went down well so now we are adapting to number bonds and beyond. For the blank ones for filling in you might want to experiment with printing them on A3. They snap quite well and there is more space for writing.

If you cannot remember how to make a chatterbox here is a You Tube link:

https://www.youtube.com/watch?v=MMEmx_9xycQ

The webaddress for this activity is:

<http://www.collaborativelearning.org/rapidadditionchatterboxes.pdf>

Last updated 14th January 2016

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

How to Play Rapid Addition Chatterbox.

Construct your Chatterbox and find a partner to work with. Snap your Chatterbox until your partner says stop. Your partner must choose a letter from the four available. Open the flap and ask the addition question. If they get the answer right it is their turn to snap the Chatterbox. If they get the answer wrong you have another turn.

Now each make your own Chatterbox and write in your own questions.

RAPID ADDITION CHATTERBOX	RAPID ADDITION CHATTERBOX
A	B
37 + 17	45 + 43
22 + 66	13 + 54
E	G
13 + 36	83 + 21
F	G
RAPID ADDITION CHATTERBOX	RAPID ADDITION CHATTERBOX
C	D
96 + 11	39 + 7

This is a blank Chatterbox for you to write in your own addition questions.

The image shows a large rectangular area with a black border. Inside this area, there are several letters scattered across the space: A, B, C, D, E, F, and G. Each letter appears to be a single character, possibly representing a starting point for an addition problem. In the four corners of the rectangle, there are labels that read "RAPID ADDITION CHATTERBOX", oriented diagonally. The labels in the top-left and bottom-right corners are rotated 45 degrees counter-clockwise, while the labels in the top-right and bottom-left corners are rotated 45 degrees clockwise.