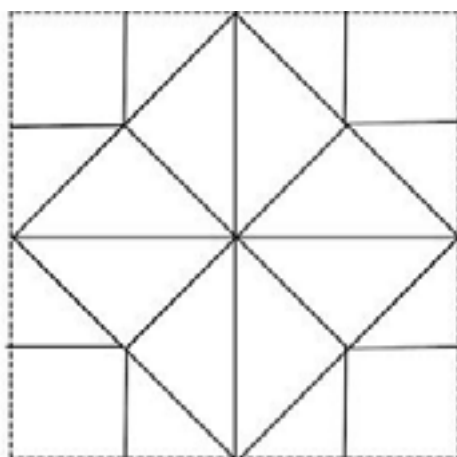


Rapid Division Chatterboxes



remember those number
bonds the chatty way!

Rapid Division 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 at that size and there is more space for writing. That means we can put as many different ways of expressing the same maths concept as possible which is extremely helpful for children learning language while learning maths.

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

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

The webaddress for this activity is:

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

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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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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 Division Chatterboxes

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 subtraction 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.

The image shows a 2x2 grid of 'Rapid Division Chatterboxes'. Each box is a square with the text 'RAPID DIVISION CHATTERBOX' written diagonally in the corners. The center of each box contains a math problem and a letter. The top-left box contains the problem $84 \div 2$ and the letter 'F'. The top-right box contains the problem $130 \div 10$ and the letter 'G'. The bottom-left box contains the problem $48 \div 4$ and the letter 'A'. The bottom-right box contains the problem $66 \div 3$ and the letter 'E'. In the center of the grid, there are four more math problems: $45 \div 4$ with letter 'A', $45 \div 43$ with letter 'B', $9 \div 6$ with letter 'D', and $36 \div 6$ with letter 'H'.

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

The image shows a large square grid for a 'Rapid Division Chatterbox' activity. The grid is divided into four quadrants by a vertical and a horizontal line. Each quadrant contains a set of numbers: top-left (A, B, F), top-right (C, D, G), bottom-left (A, B, F), and bottom-right (C, D, G). The text 'RAPID DIVISION CHATTERBOX' is written in the corners of the grid.