



Data Talk Procedure

1. Arrange students in groups of two.
2. Display a graph or other data visualization.
3. Give students a few minutes of quiet think time.
4. Ask students to give a signal when they have noticed and wondered something.
5. Give students a few minutes to share what they noticed with a partner.
6. Call on students to share out with the class what they noticed and wondered. Chart student responses on a two-column table with labels "I notice" and "I wonder".
7. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about?"



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Data Talk Teacher Information

What: Students are shown a graph or other data visualization. The prompt to students is “*What do you notice? What do you wonder?*” Students are given a few minutes to write down things they notice and things they wonder. After students have had a chance to write down their responses, the teacher asks several students to share things they noticed and things they wondered. These are recorded by the teacher for all to see. Usually, the teacher steers the conversation to wondering about something that the class is about to focus on. In a Data Talk the teacher does not have to be an expert in the topic of data visualization - if a student asks a question, you can say that you do not know the answer, but would love to find out together! This is a nice opportunity to model not knowing, and embracing uncertainty.

Where: Appears frequently in warm-ups but also appears in launches to classroom activities.

Why: The purpose is to make an opening task accessible to all students with these two approachable questions. By thinking about them and responding, students gain entry into the context and might get their curiosity piqued. Taking steps to become familiar with a context and the mathematics that might be involved is also a way to build data literacy over time.

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