

GRADE 2

# MATH CONVERSATIONS FOR NUMBER TALKS

200  
SLIDES

What numbers could go in the boxes?

©Shelley Gray www.ShelleyGrayTeaching.com

My strategy  
is...

I disagree  
because...

I  
wonder...

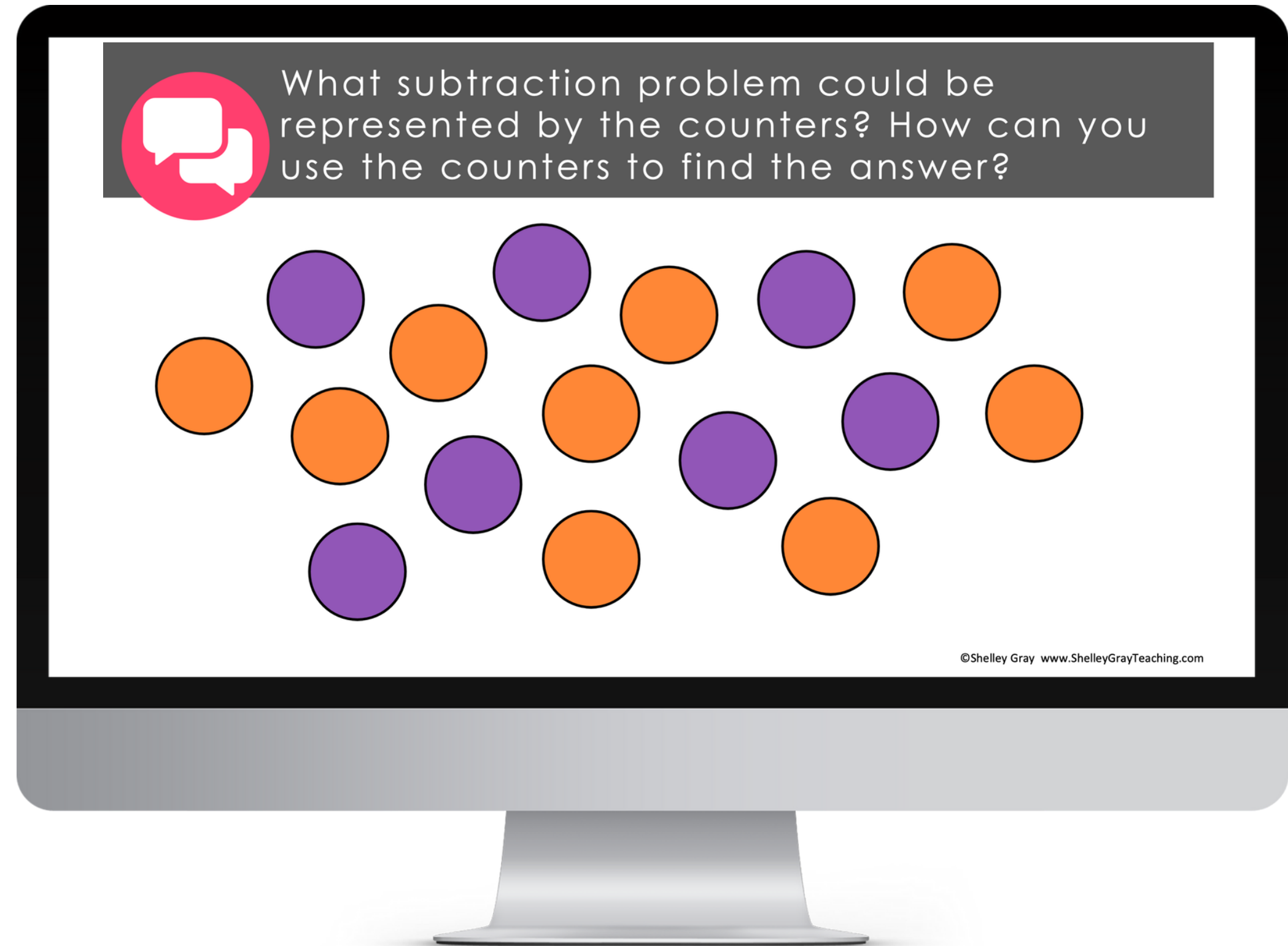
I notice...

**Math Conversations is designed to help your students:**

**build number sense**

**become strategic and flexible thinkers**

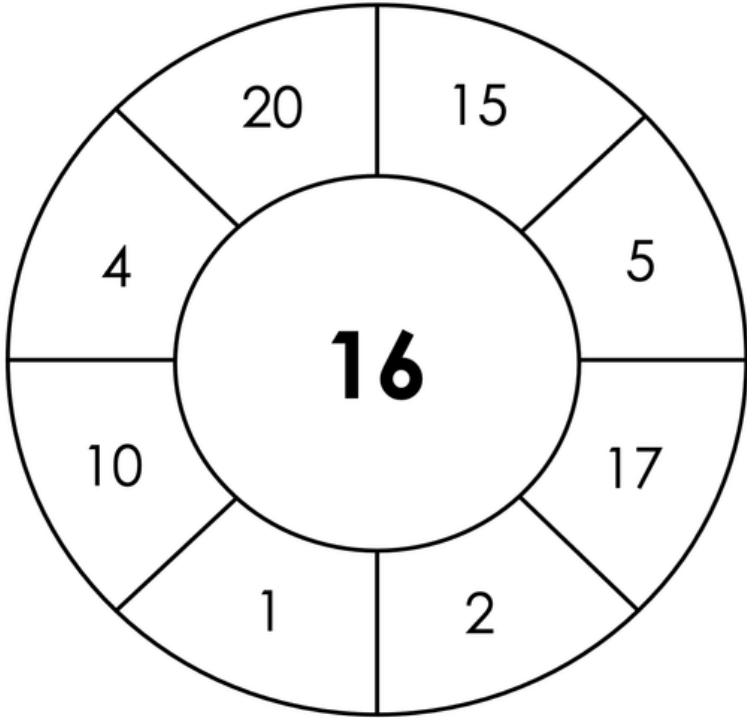
**boost math confidence**



This resource includes **200 slides** that reinforce flexible and strategic thinking, connections, and much more. The main goal is to get you and your students talking about math and realizing that math is not all about right answers – it's about **thinking in different ways!**



Add or subtract to build the target number.



What strategies did you use to build the target number?

Can you find a way to build the number that is different from anyone else?

©Shelley Gray www.ShelleyGrayTeaching.com

The image shows a computer monitor displaying a math game. At the top of the screen is a dark gray bar with the text "Add or subtract to build the target number." Below this is a large circle divided into eight segments. The center of the circle contains the number "16". The segments around the center contain the numbers: 20, 15, 5, 17, 2, 1, 10, and 4. To the right of the circle is a pink speech bubble icon. Below the icon are two questions: "What strategies did you use to build the target number?" and "Can you find a way to build the number that is different from anyone else?". At the bottom right of the screen is a small copyright notice: "©Shelley Gray www.ShelleyGrayTeaching.com".

The slides are completely ready to go - **NO PREP!**

Just choose a slide and discuss as part of your daily math routine or number talk!



How could you use this:

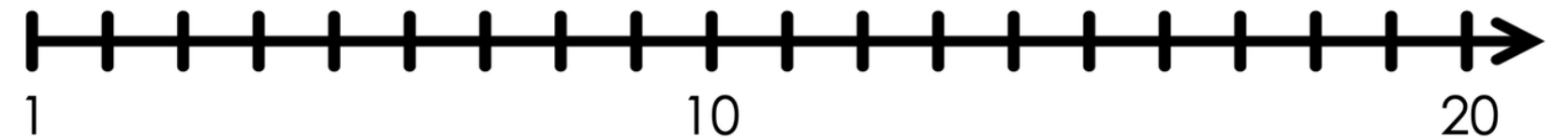
$$6+6$$

to solve this:

$$16+16$$



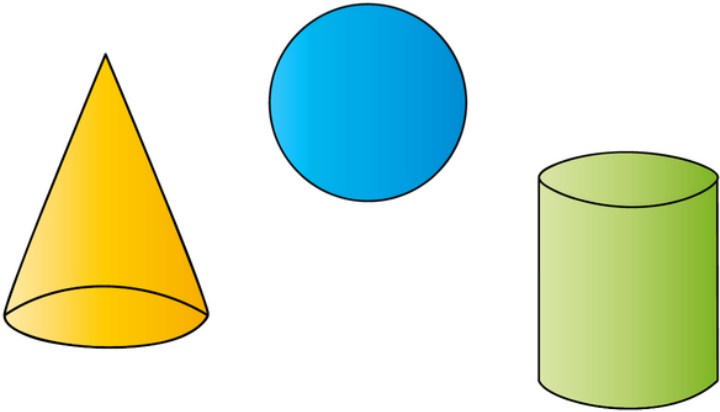
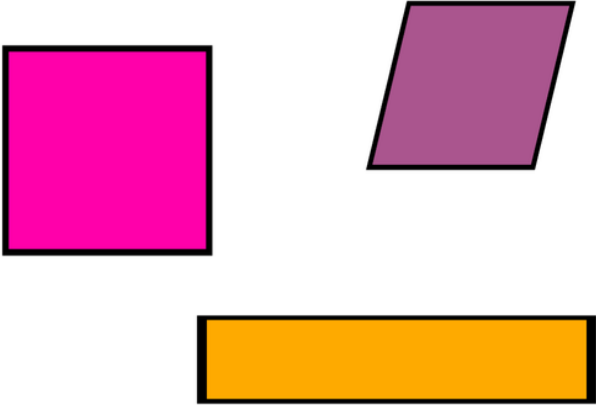
How can the number line be used to figure out which numbers are greater than 13?





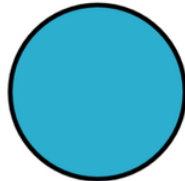
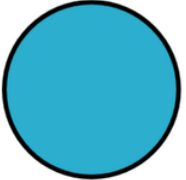

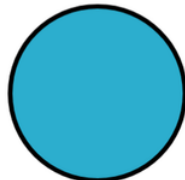
What else could you figure out using the number line? Can you think of something different from anyone else?



What could you label the categories?

?	?
	

How many do you see?



Are there different ways to see them?



I absolutely love this resource!! What amazing mathematical conversations were sparked with the slides. My mathematicians loved sharing their ideas and encouraging others to share as well. This resource is a great fit for a morning activity to wake up our math brains or to conclude a math class. Excellent resource.



# Slides include number sense, geometry, estimation, and much more!

This chart shows how many people like each type of snack.

Snack	Number of People
Popcorn	2
Apple	9
Carrot	3
Yogurt	6

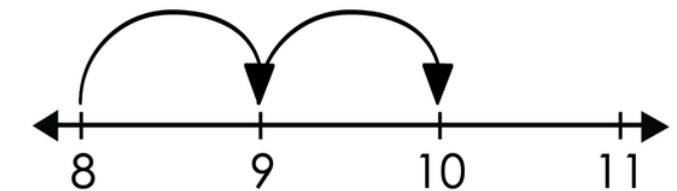


Create a true statement about this chart that uses the word "altogether."

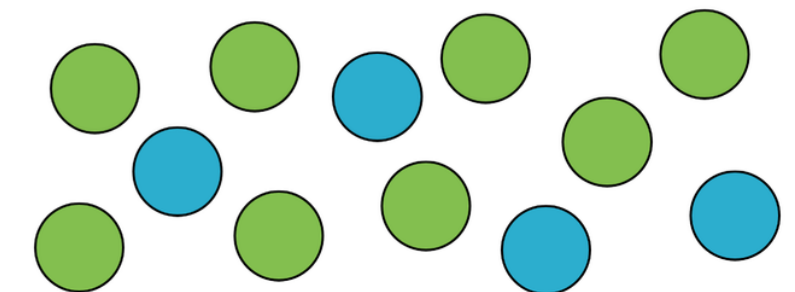
©Shelley Gray www.ShelleyGrayTeaching.com



Which one doesn't belong? Justify your thinking.



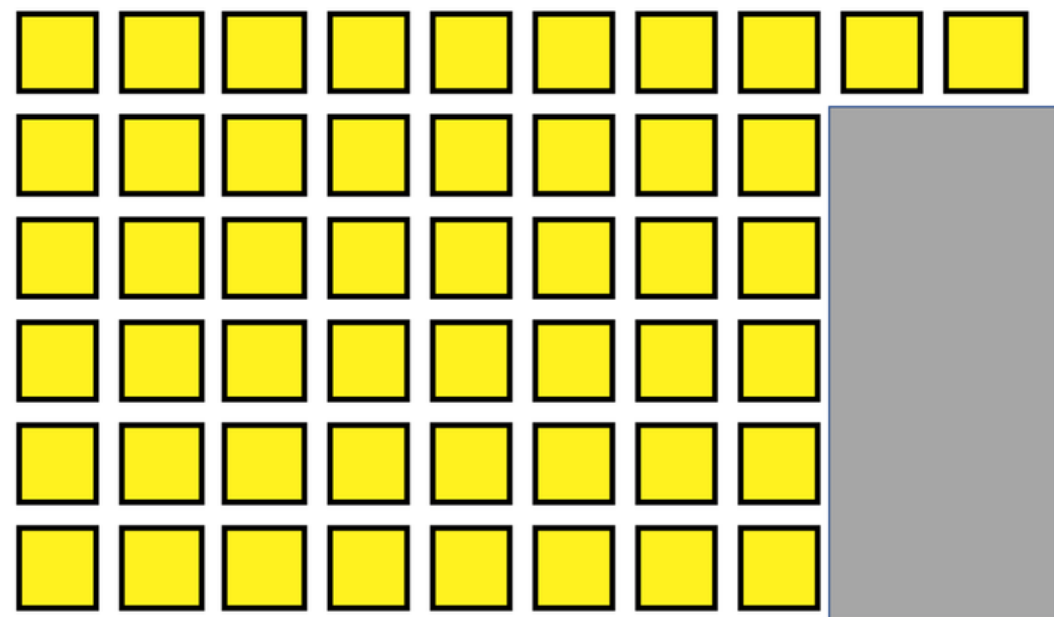
$$8+2=10$$



©Shelley Gray www.ShelleyGrayTeaching.com

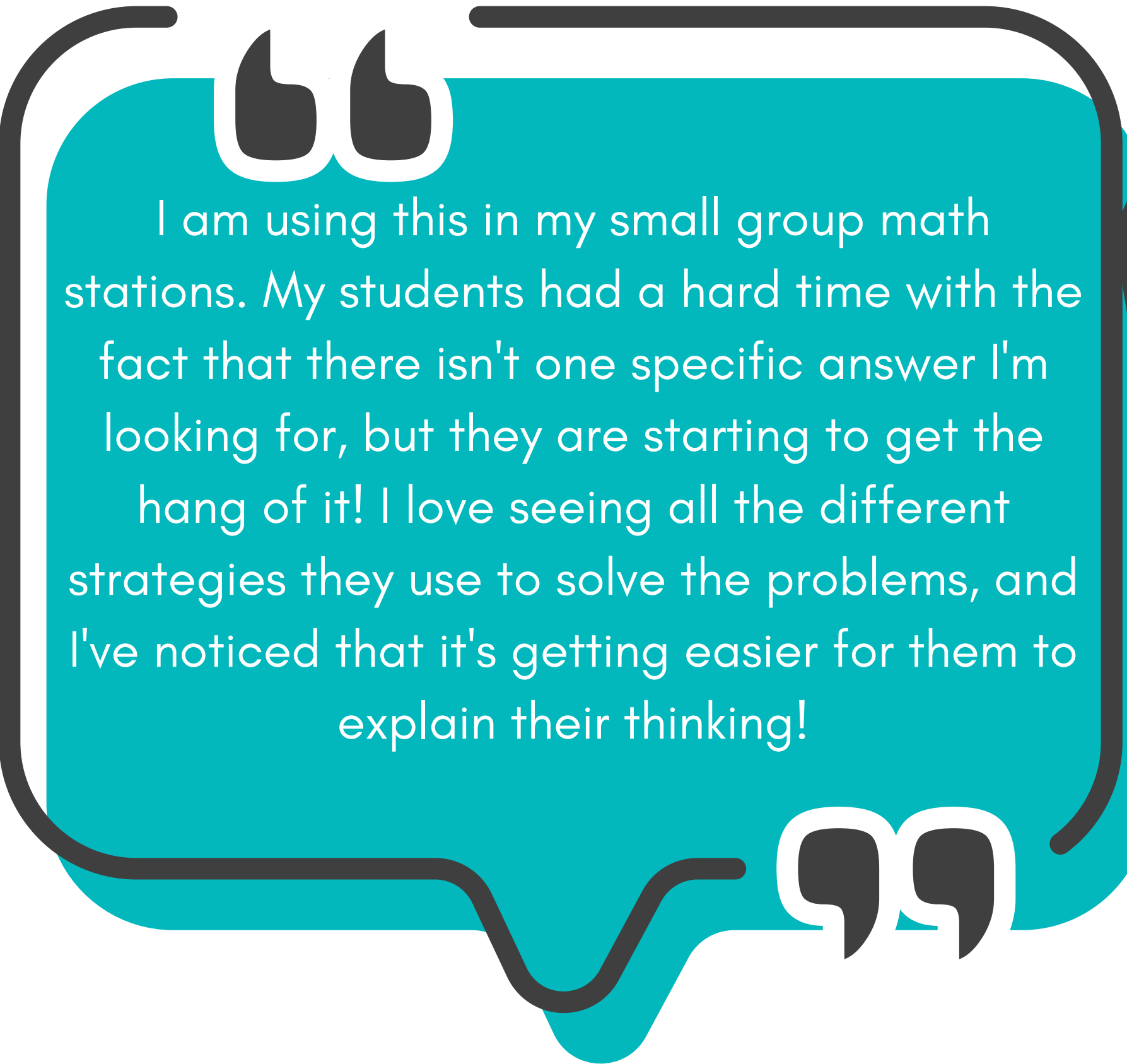


How many do you think are covered? How do you know?

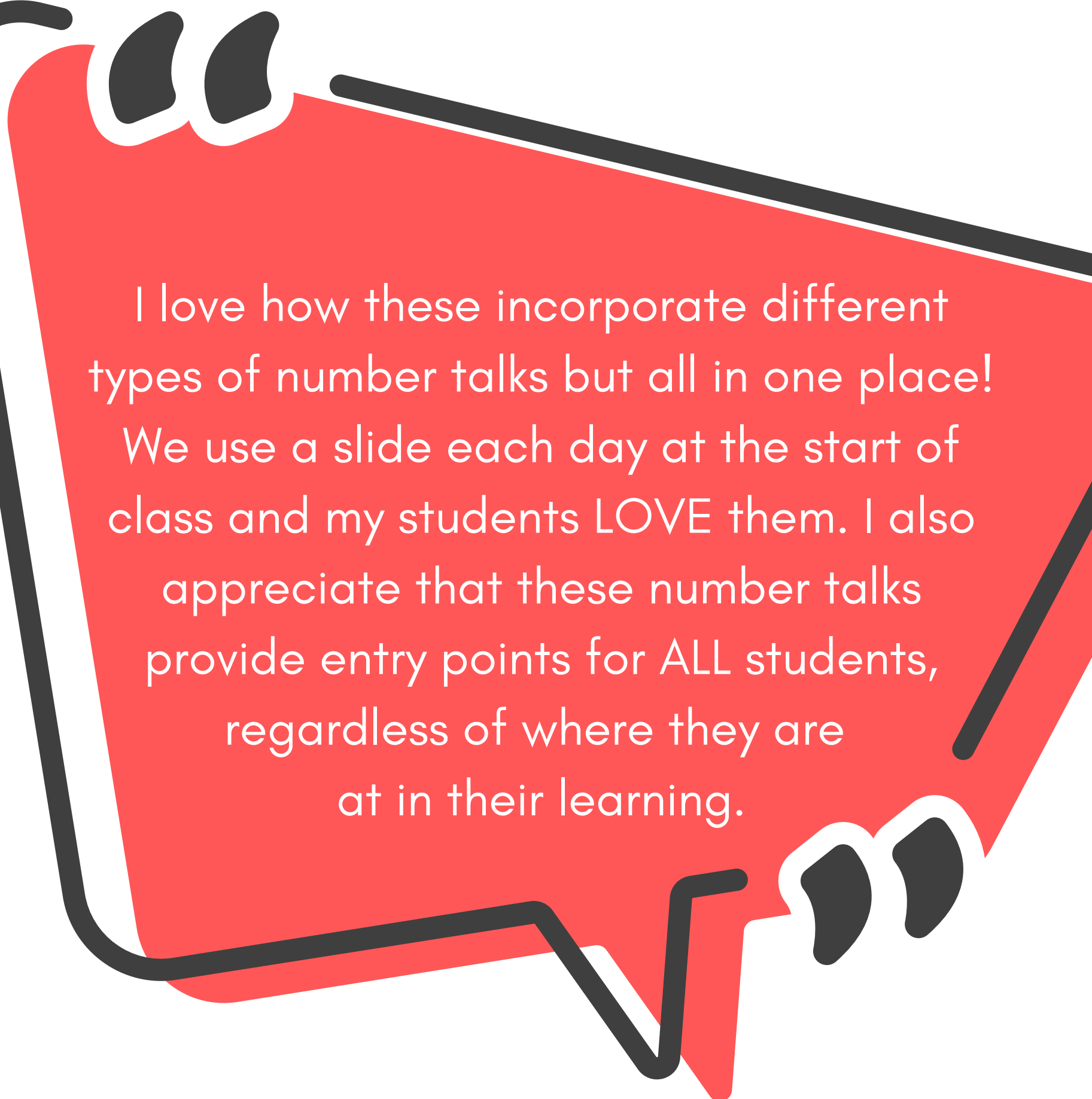



©Shelley Gray www.ShelleyGrayTeaching.com


“My students struggle with math anxiety. Incorporating these into the start of our lesson has helped them see that there is different ways of thinking.”



I am using this in my small group math stations. My students had a hard time with the fact that there isn't one specific answer I'm looking for, but they are starting to get the hang of it! I love seeing all the different strategies they use to solve the problems, and I've noticed that it's getting easier for them to explain their thinking!



I love how these incorporate different types of number talks but all in one place! We use a slide each day at the start of class and my students LOVE them. I also appreciate that these number talks provide entry points for ALL students, regardless of where they are at in their learning.



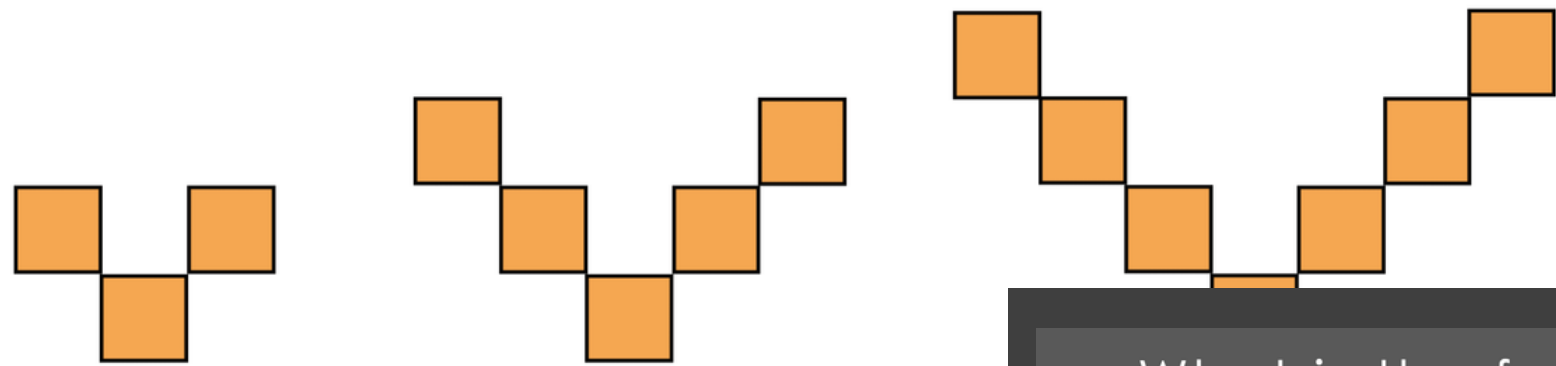


# More sample slides

so you know exactly what to expect



What do you notice about these figures? In what ways do they change?



What would happen if we added to

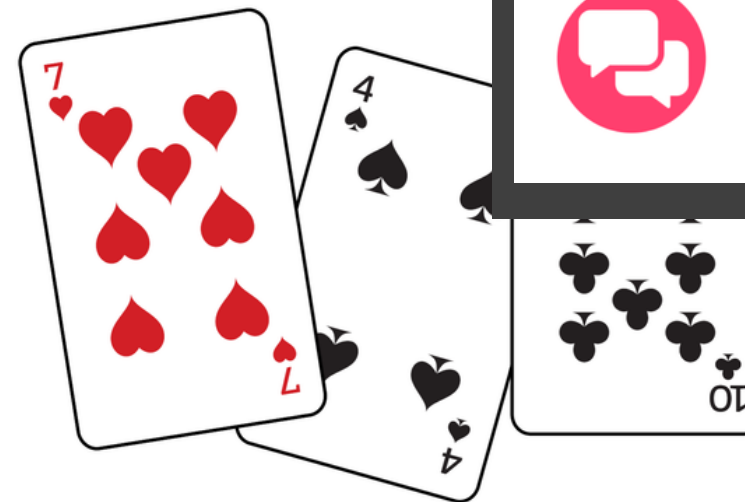
How many? How do you see them?



What addition and subtraction facts do you see modeled in this picture?

©Shelley Gray www.ShelleyGrayTeaching.com

What is the fastest way to find the sum of these three cards?



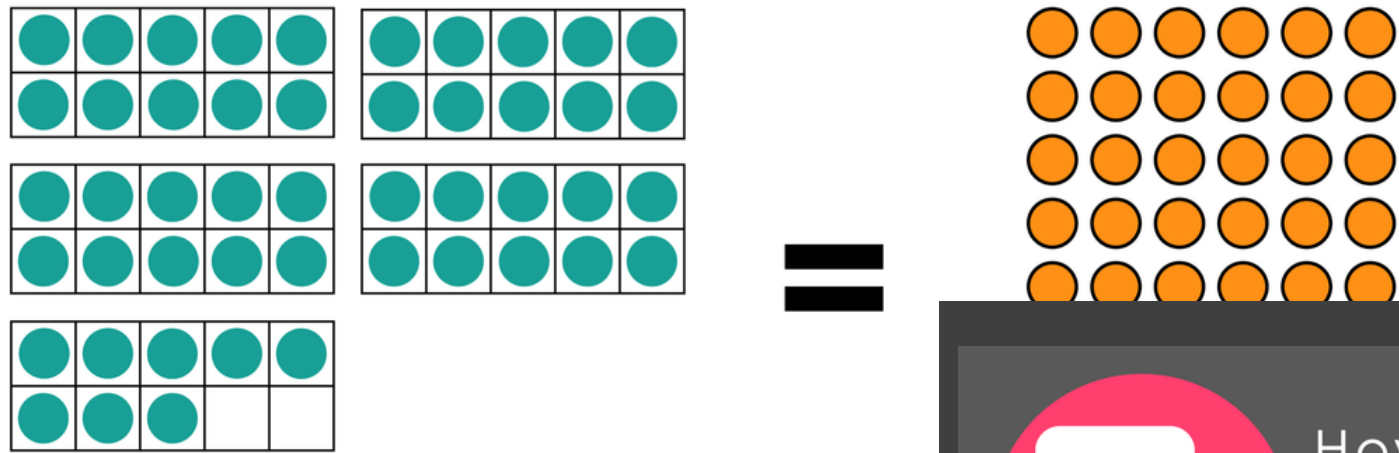
Could you make the same value with different cards?

©Shelley Gray www.ShelleyGrayTeaching.com

# More sample slides

so you know exactly what to expect

True or false? How do you know?



What strategy did you use to



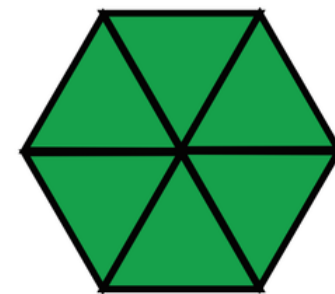
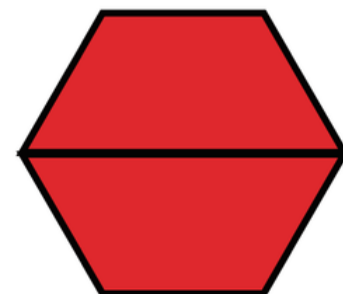
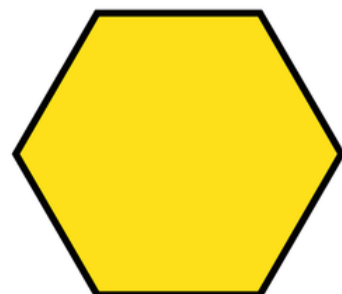
How are these three similar? How are they different?

What pattern do you see?

$$\begin{aligned} 6 + 6 &= 12 \\ 7 + 7 &= 14 \\ 8 + 8 &= ? \end{aligned}$$



How could you use the facts above to solve  $9+9$ ? What about  $12+12$ ?

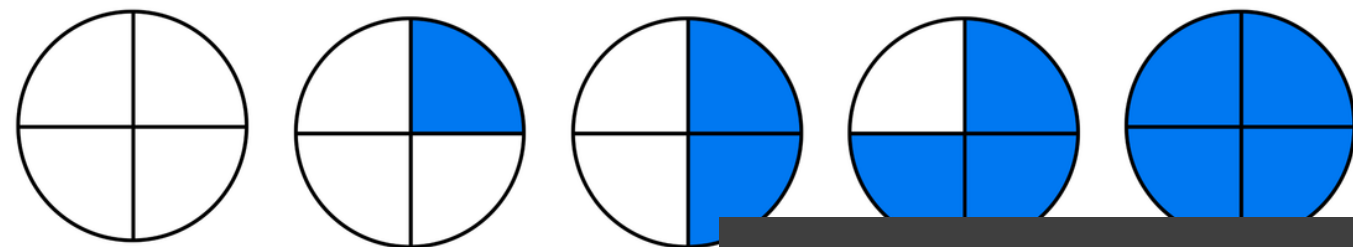


# More sample slides

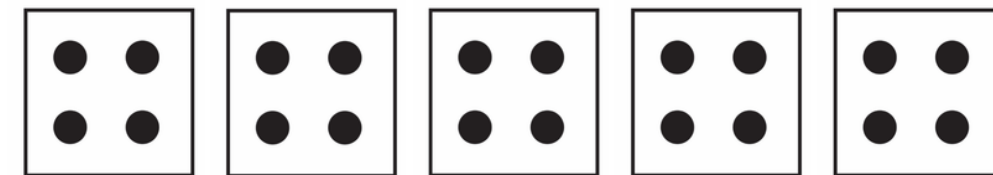
so you know exactly what to expect



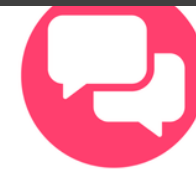
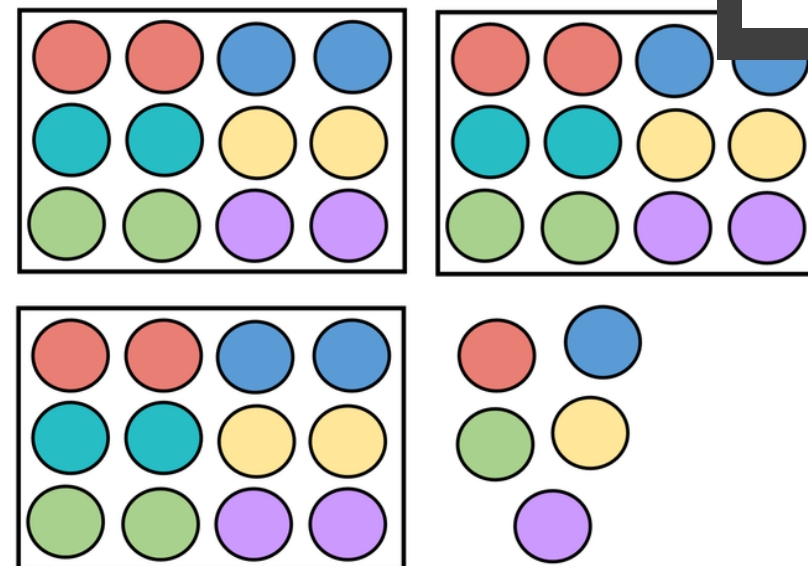
What do these images represent? How is it changing? Explain your thinking.



Create a true statement about this picture using two of the following words:  
**each group sum difference total**



Ashaka was organizing her beads.  
She had five beads in each group.



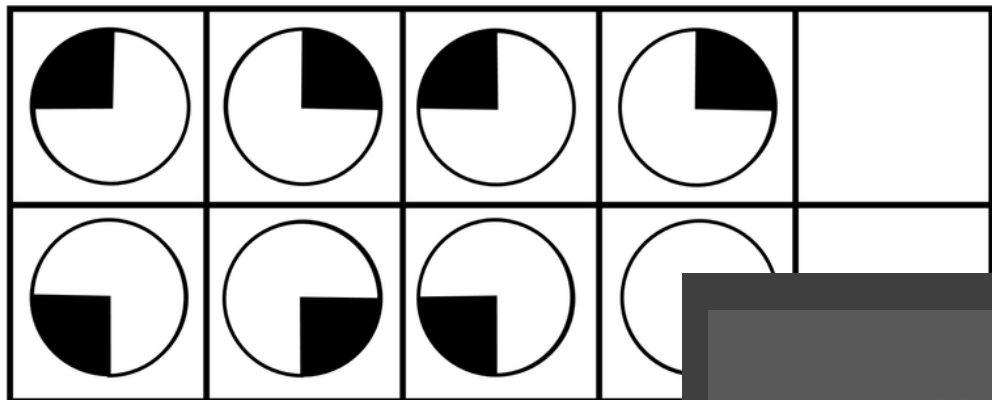
What expression could represent this situation?

# More sample slides

so you know exactly what to expect



How many do you see? How do you see them?



Use a strategy to solve: **5**

Now try: **49+11**

Use a similar strategy to solve: **79+14**




What connections can you make between the three problems?

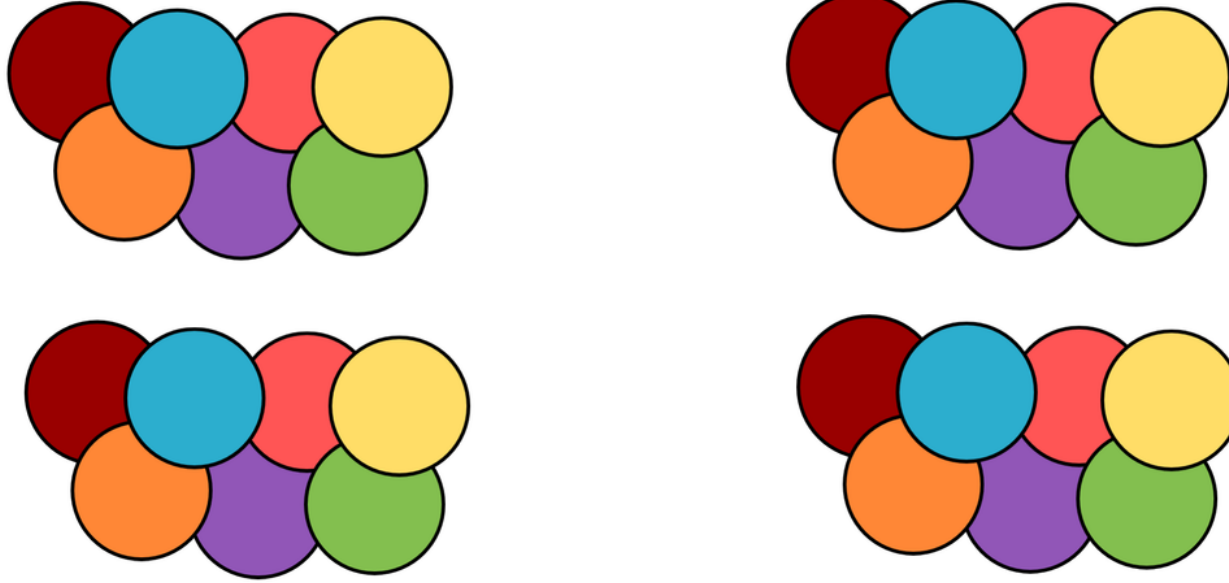


What could go in the blanks? Justify your answer.

$$17+7 < \square + \square$$

Ready to  
**take the  
guesswork  
out  
of planning  
your  
number  
talk routine  
this year?**

 Estimate the number of counters on this page. Justify your thinking.



©Shelley Gray www.ShelleyGr

My strategy  
is...

I disagree  
because...

I notice...

I  
wonder...