

GRADE 5

MATH CONVERSATIONS FOR NUMBER TALKS

200
SLIDES

What numbers could go in the boxes?

0.01
40.4
90103

10 10 3

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My strategy
is...

I disagree
because...

I
wonder...

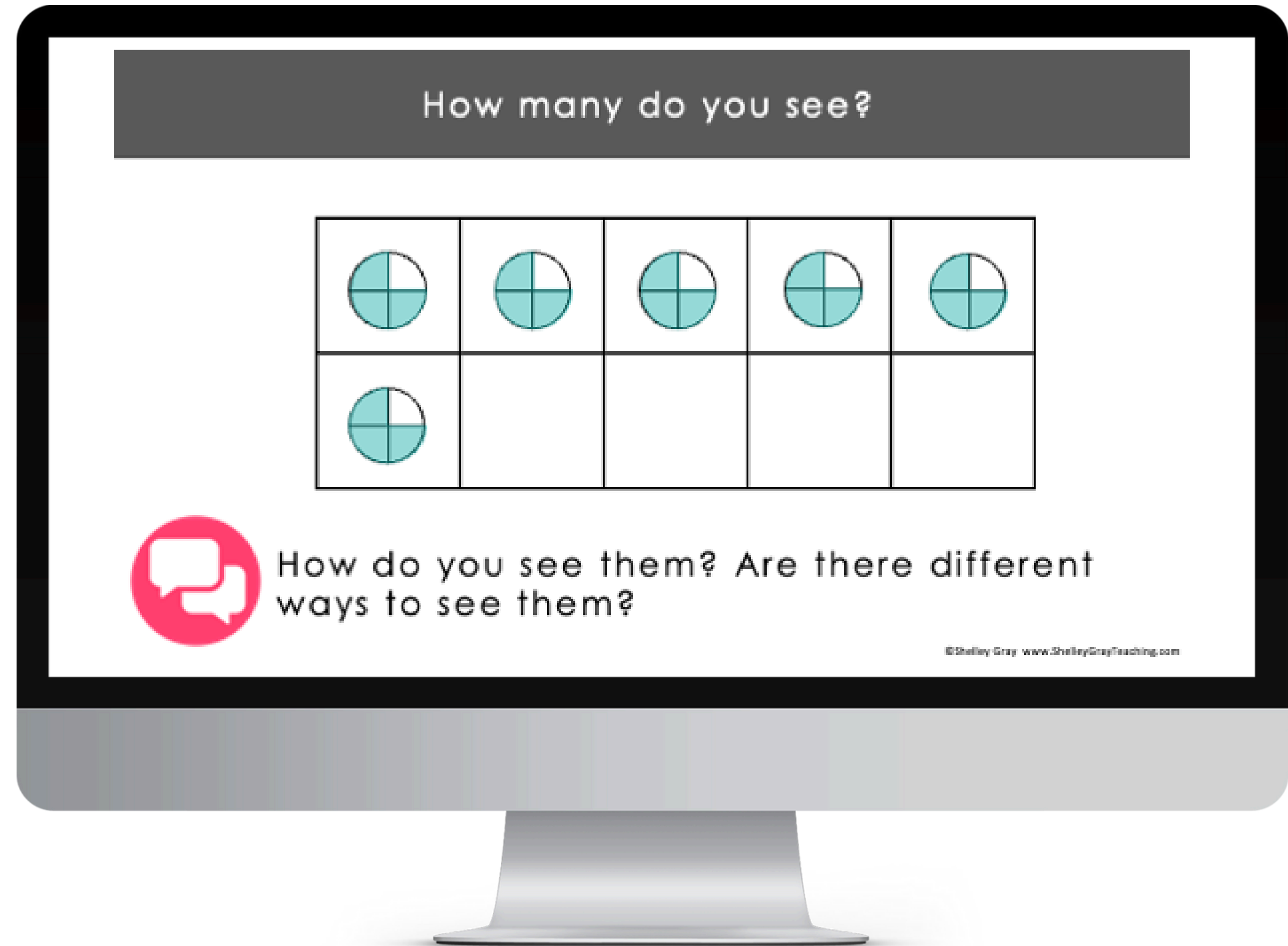
I notice...

Math Conversations is designed to help your students:

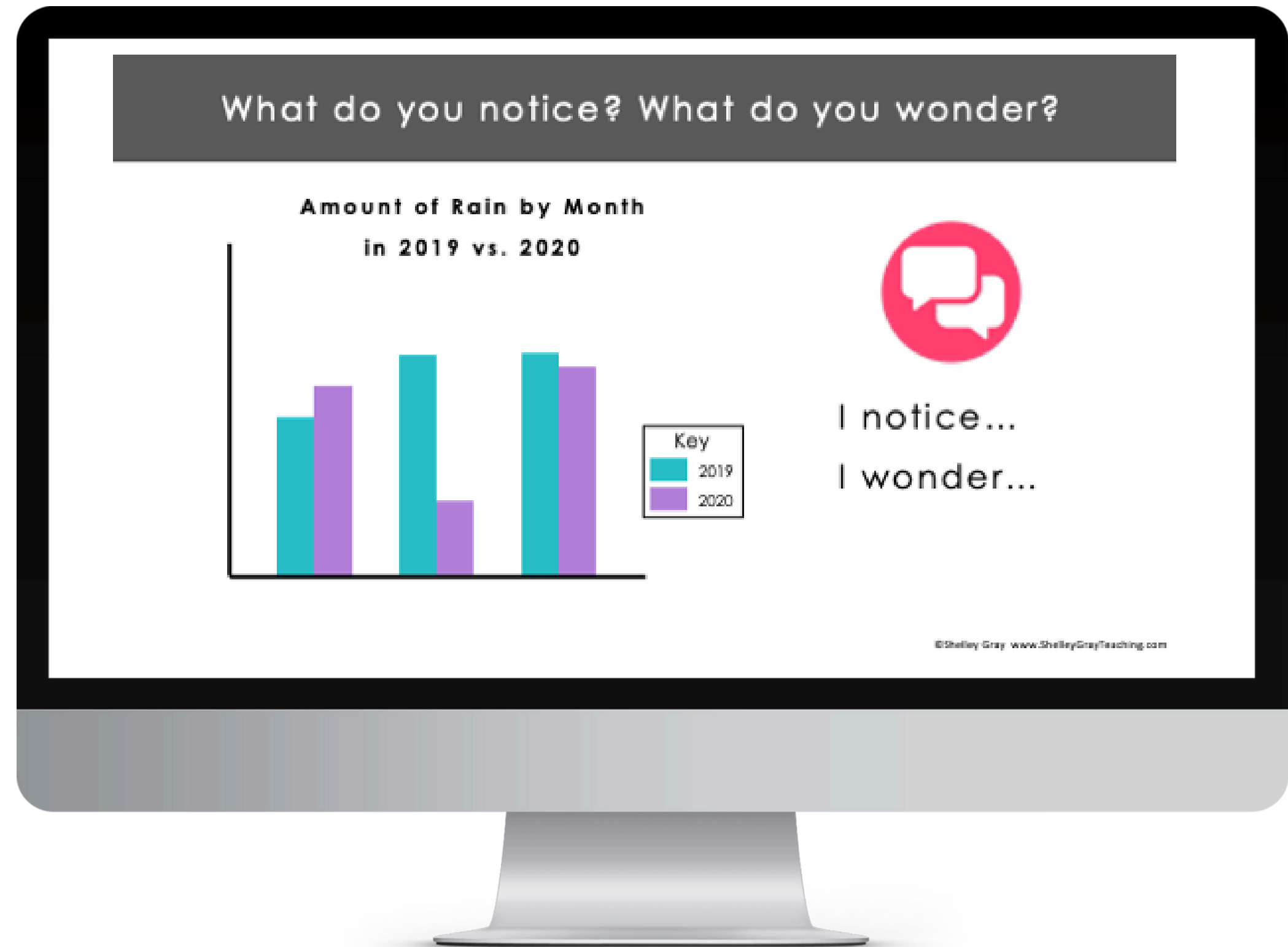
build number sense

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!**

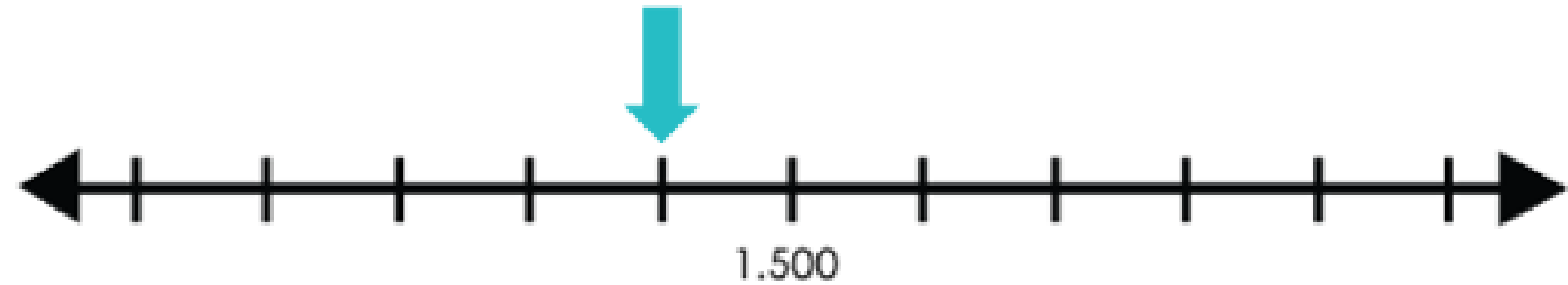


The slides are completely ready to go - **NO PREP!**

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



What number could be located at the arrow?
How do you know? Justify your answer.



There are 52 cards in a deck. To play a game, the deck needs to be shared equally between players.

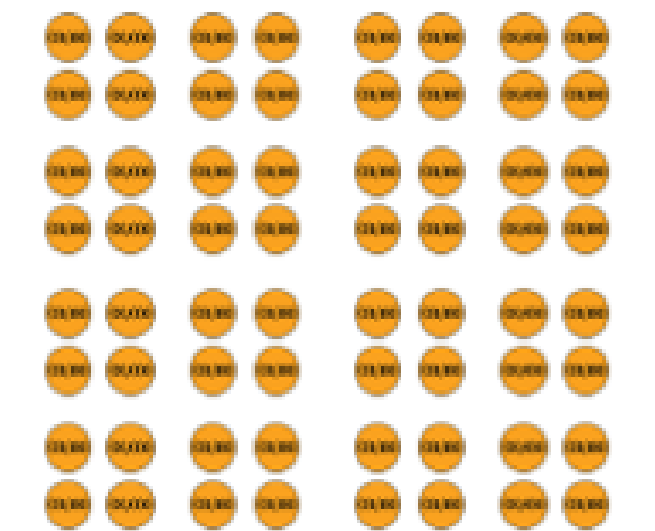
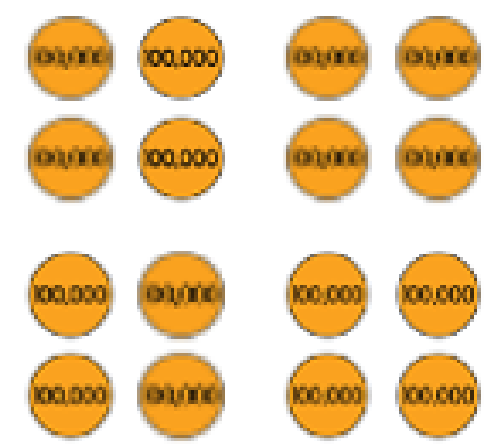
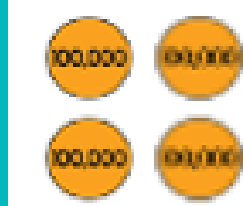


How many different combinations of **players** and **cards per player** can be made from a deck?

How many?
How do you see them?

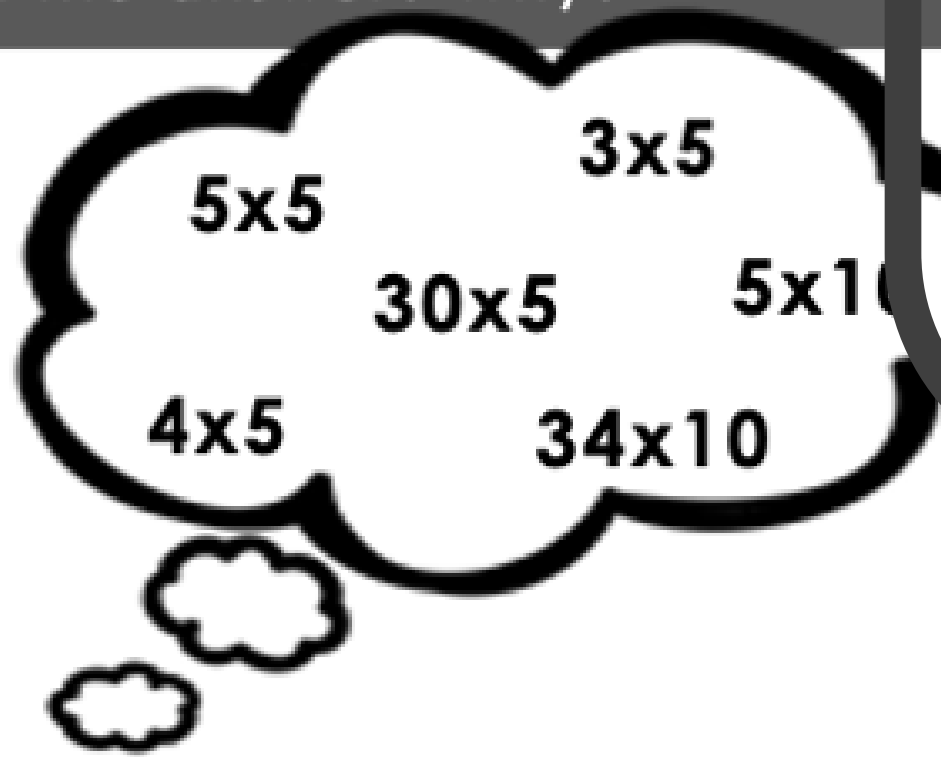
Now how many? How do you see them?

Now how many? How do you see them?



Can you make any connections between the three sets?

A student was asked to solve 34×5 and needs your help! Which facts could he use to help find the answer? Why?



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!



Describe this image using one of these words:

groups divided shared distributed



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Consider this:

$$11 = ? + ?$$



What are some possible combinations that complete the number sentence?

Use what you know to solve:

$$12 \times 11$$

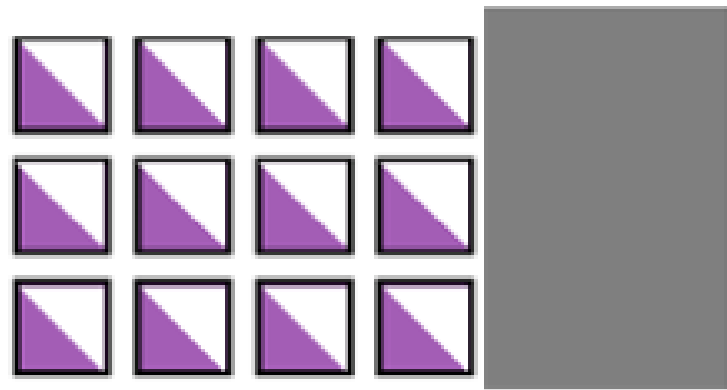


Which combinations are the most useful for solving the multiplication problem?

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Based on what you know, how much is covered up?
How does your way of thinking compare to someone else's?



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“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.

A printable PDF version of all slides is also included. This enables you to print specific pages for small math group discussion.

Alternatively, post on a bulletin board as a Weekly Challenge or to use as an exit ticket activity.

For example:

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?

20 9 2 1 10 12 0 8

10

20-10=10
8+2=10
9+2-1=10

8+2+1-1=10
12-2=10
~~9+8=10~~
~~10~~

10+10-10=10
20-10=10
12+8-10=10
8+1+1=10
9+1=10
10+0=10
2+8=10
8+2=10
12-1-1=10

12-2=10
(2x2)+8-2=10
20-10=10
2+2+2+2+2=10
0+10=10

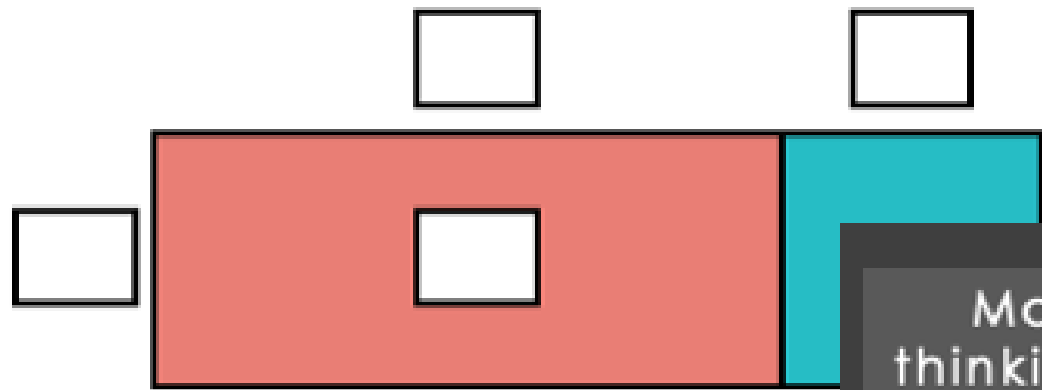
2+8=10
9+1=10
10+0=10

More sample slides

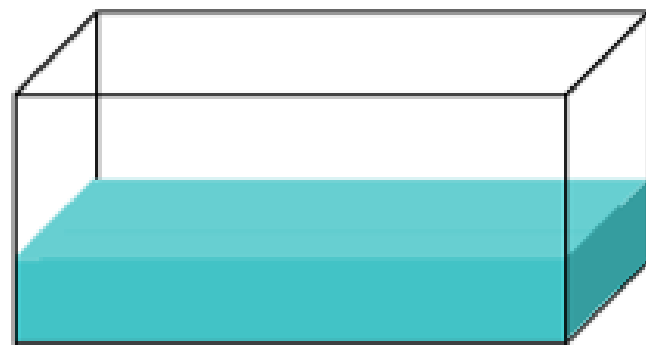
so you know exactly what to expect



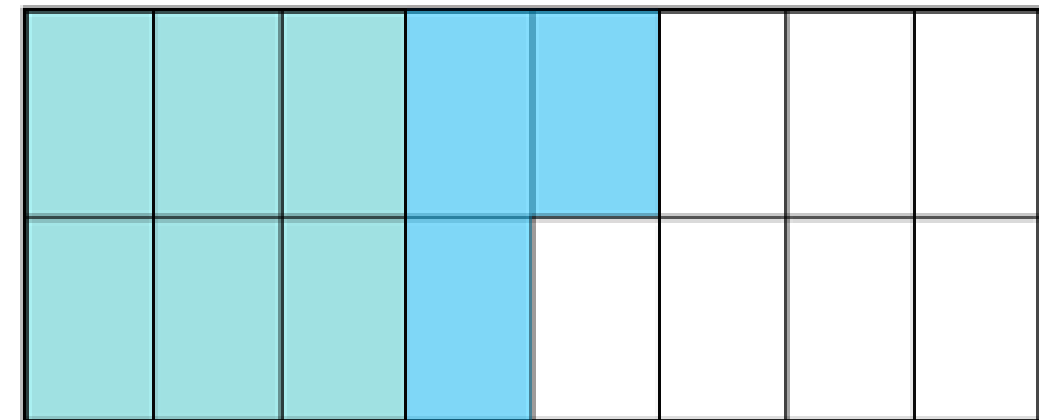
What multiplication equation could the area model below represent?



Marie partially filled her fish tank thinking about how much water it is full



What does this image represent? Is there more than one option? Explain your thinking.



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What information do you need to answer the question?

What information can you gather from the image?

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More sample slides

so you know exactly what to expect

A theme park wants to offer a promotion on ticket prices. Look at their billboard below.

TICKET NUMBER	COST PER TICKET
1 ticket	\$30
2 tickets	\$50
4 tickets	\$80
8 tickets	\$



What do you notice? What

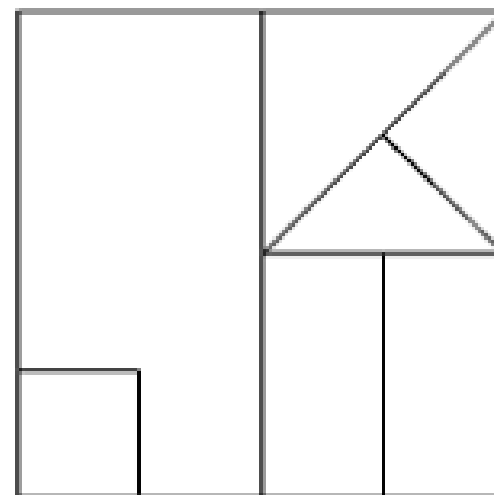
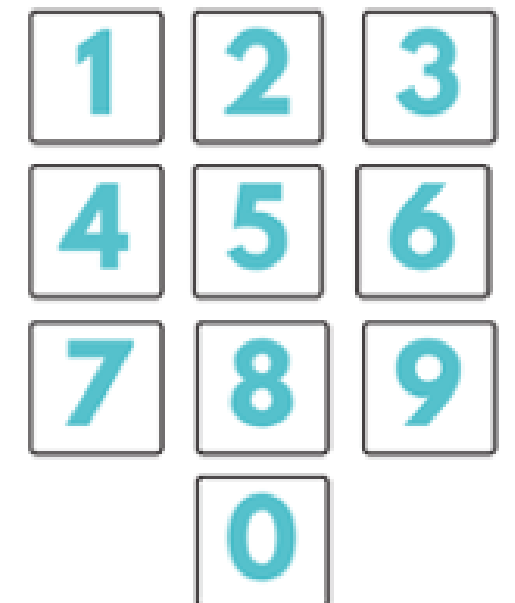


Share a true statement below.



Create a subtraction problem with a difference as close to 0 as possible. Can you only use each number once to do this?

$$\begin{array}{r} \square \square . \square \\ - \square \square . \square \\ \hline \end{array}$$



More sample slides

so you know exactly what to expect

Without finding the product, how can you describe the product of 0.5×75 ?



Use phrases like:

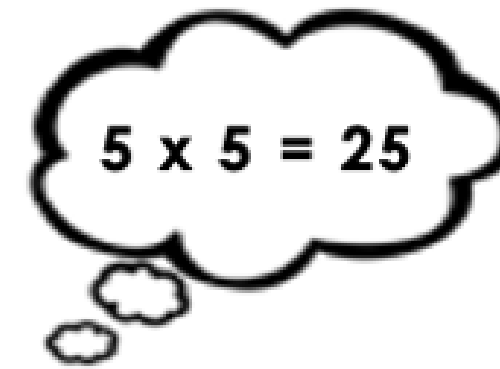
- The product is greater than...
- The product is less than... I know that...
- The product is not... I know that...



How many ways can you describe the fraction?

$$2\frac{2}{3}$$

Rosalind likes to use multiplication facts that she knows to help her solve division problems like $275 \div 5$.




Look at the fact that she has brainstormed so far. What other facts could be useful?


More sample slides

so you know exactly what to expect

A set of fraction strips was arranged on a table.



 What do you notice? What do you ask?

 What could go in the blanks? Justify your answer.

$$350 \times 20 > \boxed{} \times \boxed{}$$

 Think about it.

On his last four visits to the grocery store, Sal has spent the following amounts:

- \$57.18
- \$72.45
- \$15.60
- \$134.16

Estimate the total amount Sal has spent.



 How did you estimate? Share your strategy and compare it with someone else's.

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



What expressions can you make using the ten frame below?

15.5	15.5	15.5	15.5	15.5
15.5	15.5	15.5		

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is...

I disagree
because...

I notice...

I
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