

GRADE 3

MATH CONVERSATIONS FOR NUMBER TALKS

200
SLIDES

What numbers could go in the boxes?

8 3 20
20 20
100

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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



Two strategies are shown for adding $354+211$.

$$354+211$$

$$\begin{array}{r} 300+200 \\ 50+10 \\ 4+1 \end{array}$$

$$354+211$$

$$354 + 200 + 10 + 1$$

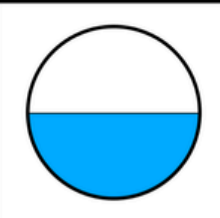
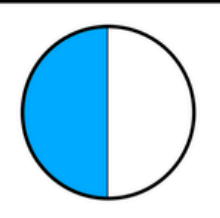
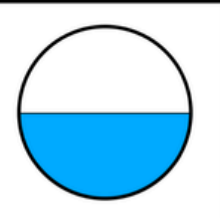
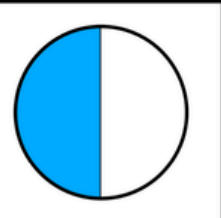
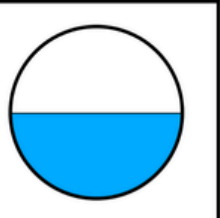
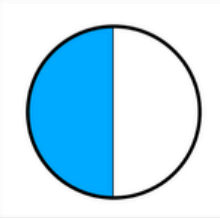



How are these strategies similar?
How are these strategies different?
Which do you prefer?

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!**



How many do you see?

 How do you see them? Are there different ways to see them?

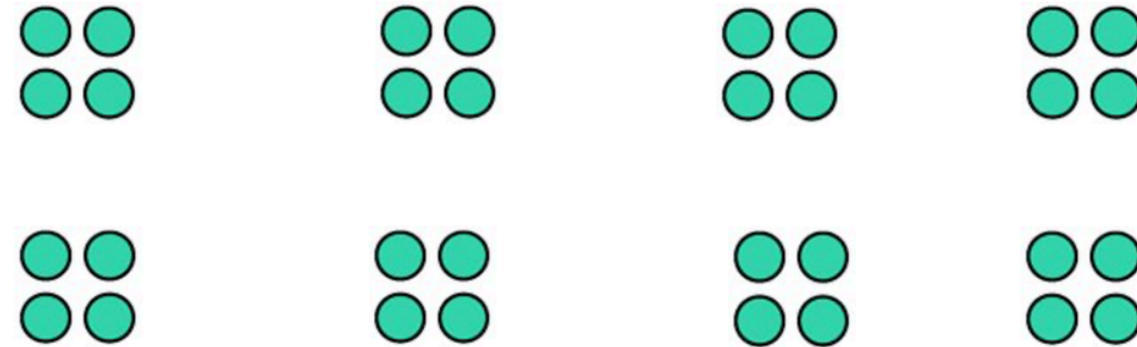
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The slides are completely ready to go - **NO PREP!**

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



Here are the dots that were in each box.

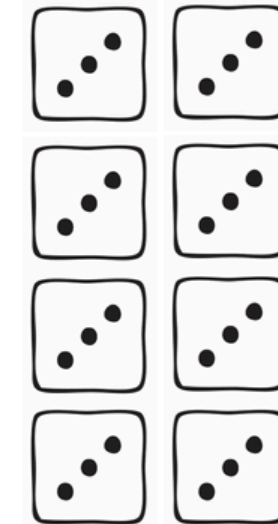


What are some equations that this picture

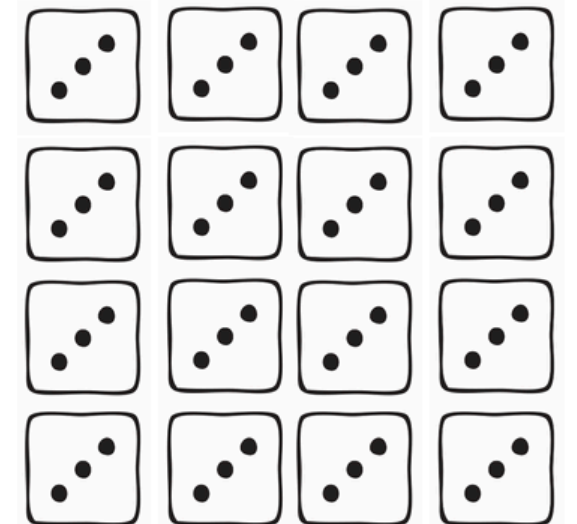
How many?
How do you see them?



Now how many? How do you see them?

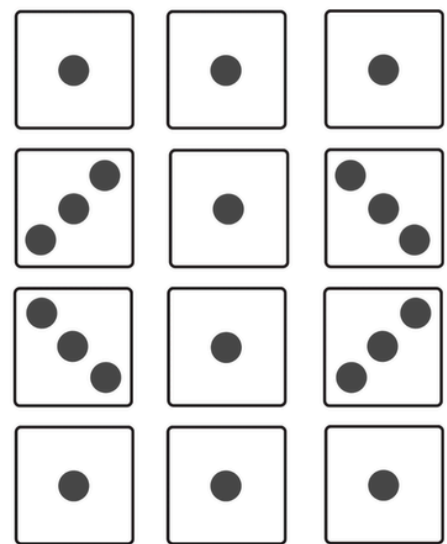


Now how many? How do you see them?



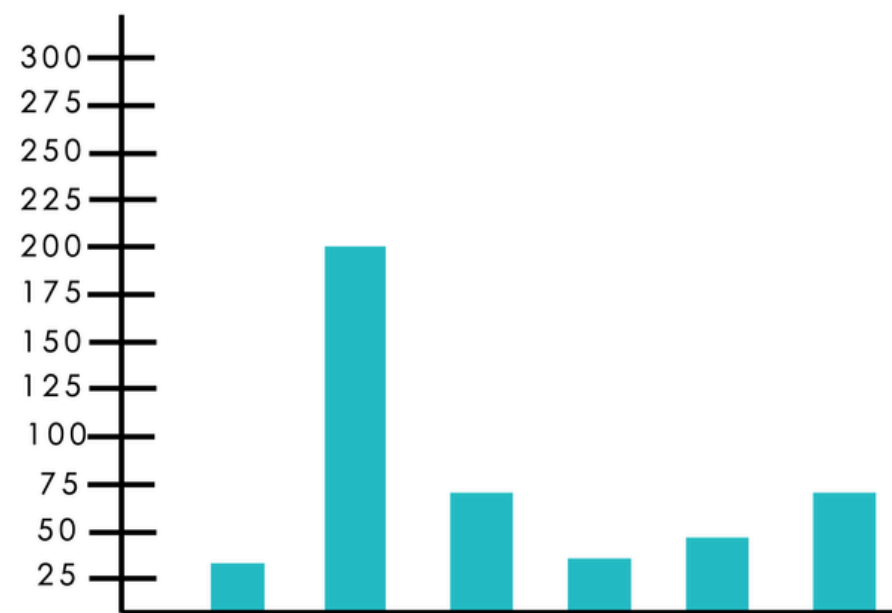
What connections can you make between the three sets of dice?

How many do you see?



How do you see them?
Compare your thinking
with someone else's.

What do you notice? What do you wonder?

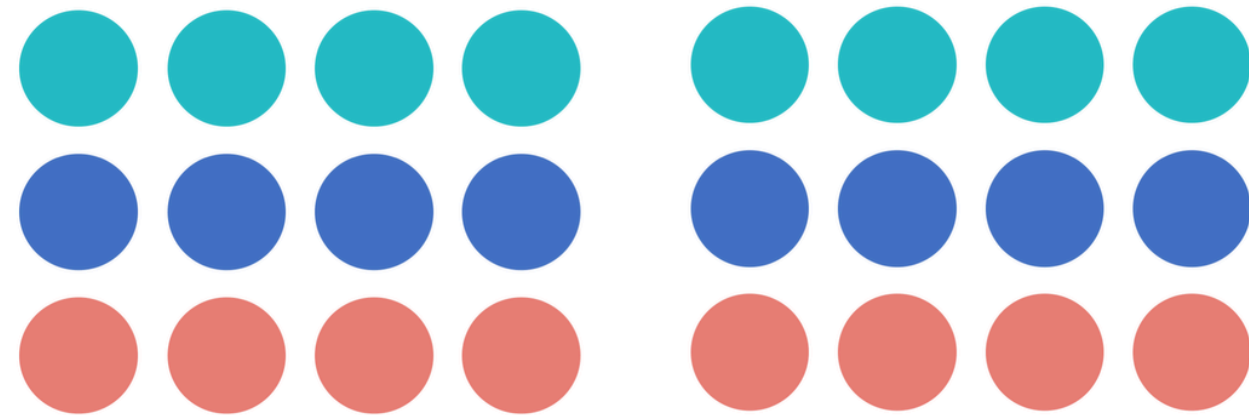


I notice...
I wonder...

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!

How many? How do you see them?

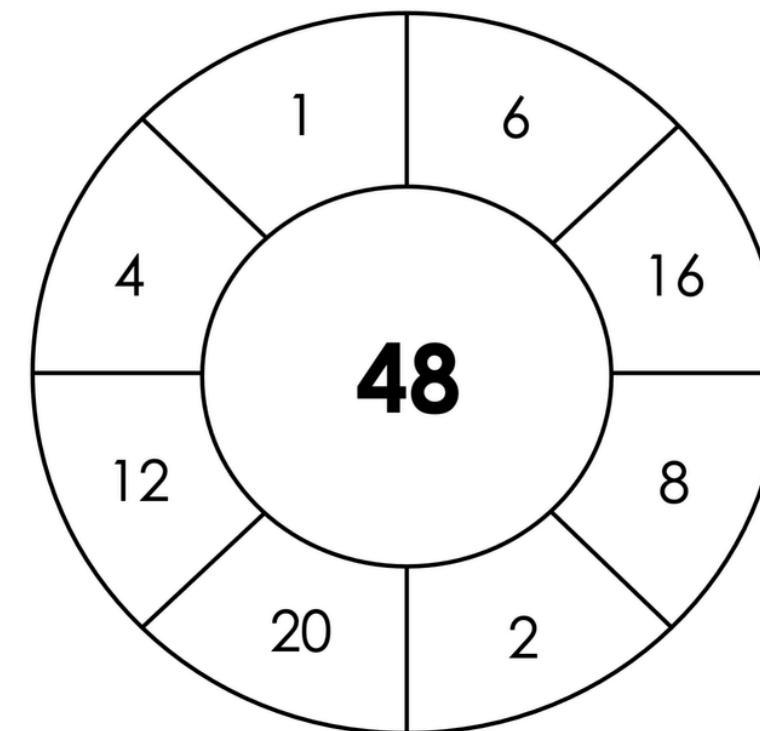


What addition or multiplication facts do you see modeled in this picture?

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Build the target number. Can you use more than one operation?



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What could this model represent?

	?	



If a 2-digit number fits in each space, what could the numbers be?

If a 3-digit number fits in each space, what could the numbers be?

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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?

Handwritten equations on sticky notes:

- Blue sticky note: $20 - 10 = 10$, $8 + 2 = 10$, $9 + 2 - 1 = 10$
- Yellow sticky note: $8 + 2 + 1 - 1 = 10$, $12 - 2 = 10$, ~~$9 + 8 = 10$~~ , ~~$10 = 10$~~
- Pink sticky note: $10 + 10 - 10 = 10$, $20 - 10 = 10$, $12 + 8 - 10 = 10$, $8 + 1 + 1 = 10$, $9 + 1 = 10$, $12 - 2 = 10$, $10 + 0 = 10$, $20 + 10 - 10 = 10$, $2 + 8 = 10$, $8 + 2 = 10$, $12 - 1 - 1 = 10$
- Purple sticky note: $12 - 2 = 10$, $(2 \times 2) + 8 - 2 = 10$, $20 - 10 = 10$, $2 + 2 + 2 + 2 + 2 = 10$, $0 + 10 = 10$
- Light purple sticky note: $2 + 8 = 10$, $9 + 1 = 10$, $10 + 0 = 10$

**Sample page taken from Grade 1 Math Conversations

More sample slides

so you know exactly what to expect

There are 9 number cards of each suit in a deck of cards. To play a game, the number cards need to be shared equally between 4 players.



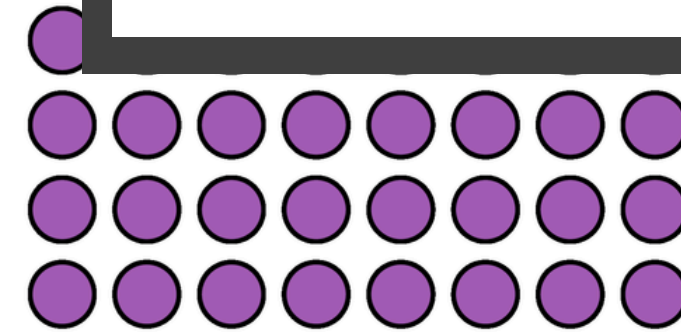
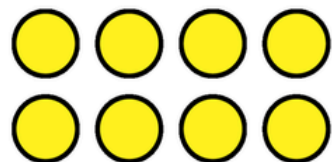
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How
each
Explai
used

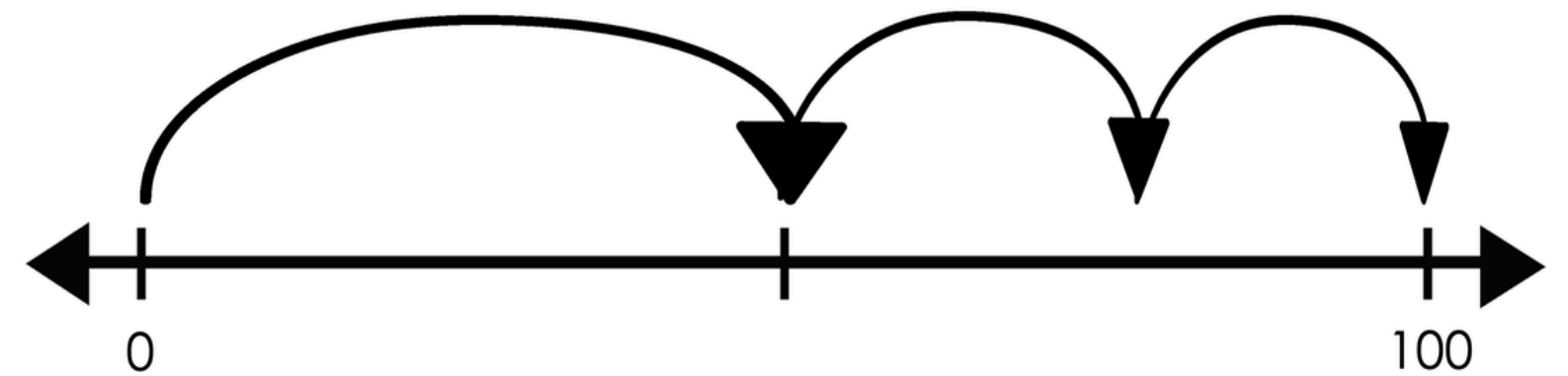


How do these two arra
another? What connec



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What could this number line represent?



How would your answer change if the number at the end was 1,000 instead of 100?

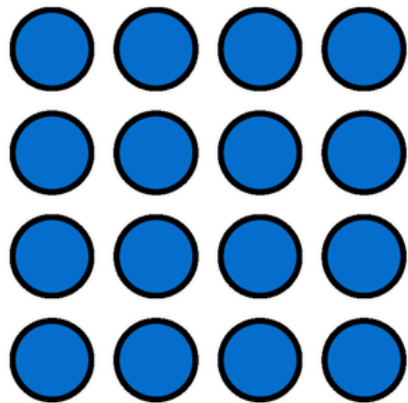
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More sample slides

so you know exactly what to expect



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



Latosha lives in Texas and likes to travel. Each price listed below is for a different destination.

Tickets

New York.....\$125
Nashville.....\$89
Los Angeles.....\$250
Cancun.....\$175
Orlando.....\$78
New Orleans....\$100



Create a true statement about this picture using one of the following words:

each group total divided

5	5	5	5	

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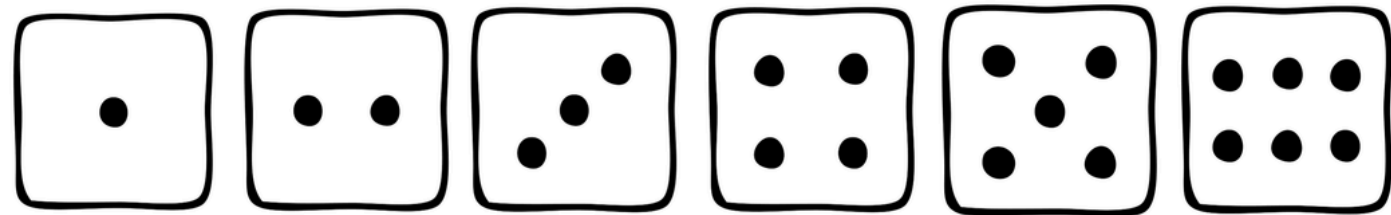
What are some possible combinations of destinations she could travel to?


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More sample slides

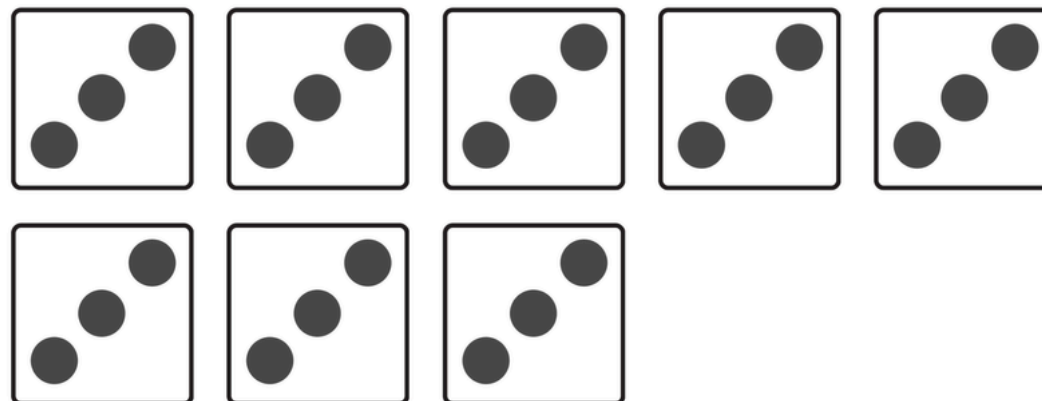
so you know exactly what to expect

Two dice will be rolled. Will you get a higher answer by adding or multiplying?

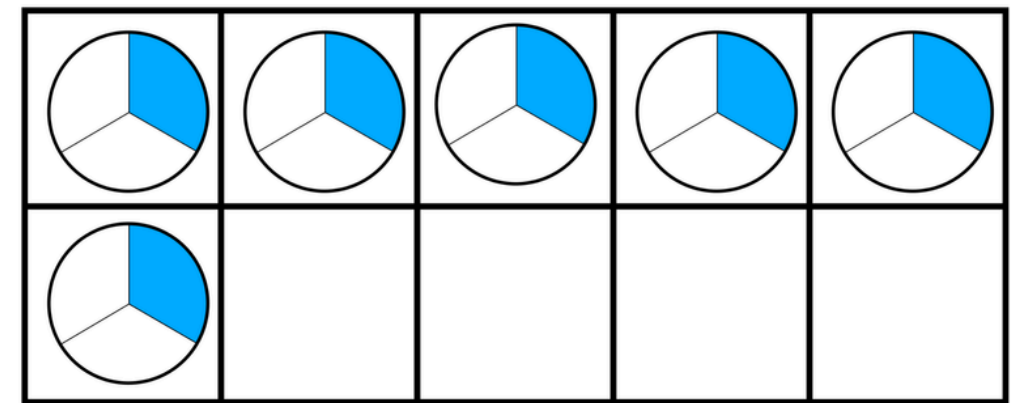


 What are some sums or products?
What are some sums or products that are impossible?

 Create a true statement picture using one of the
sum **groups** **total**



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



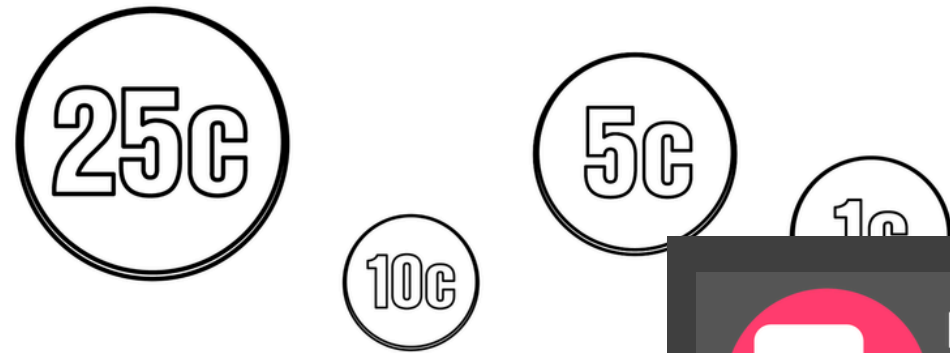
How could you represent this in another way?

More sample slides

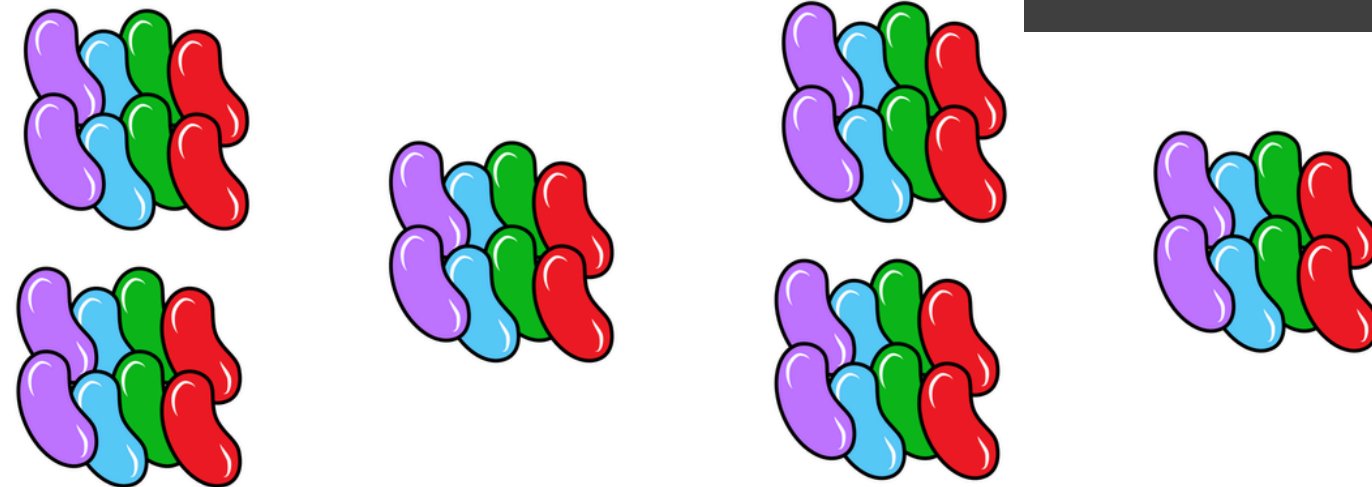
so you know exactly what to expect



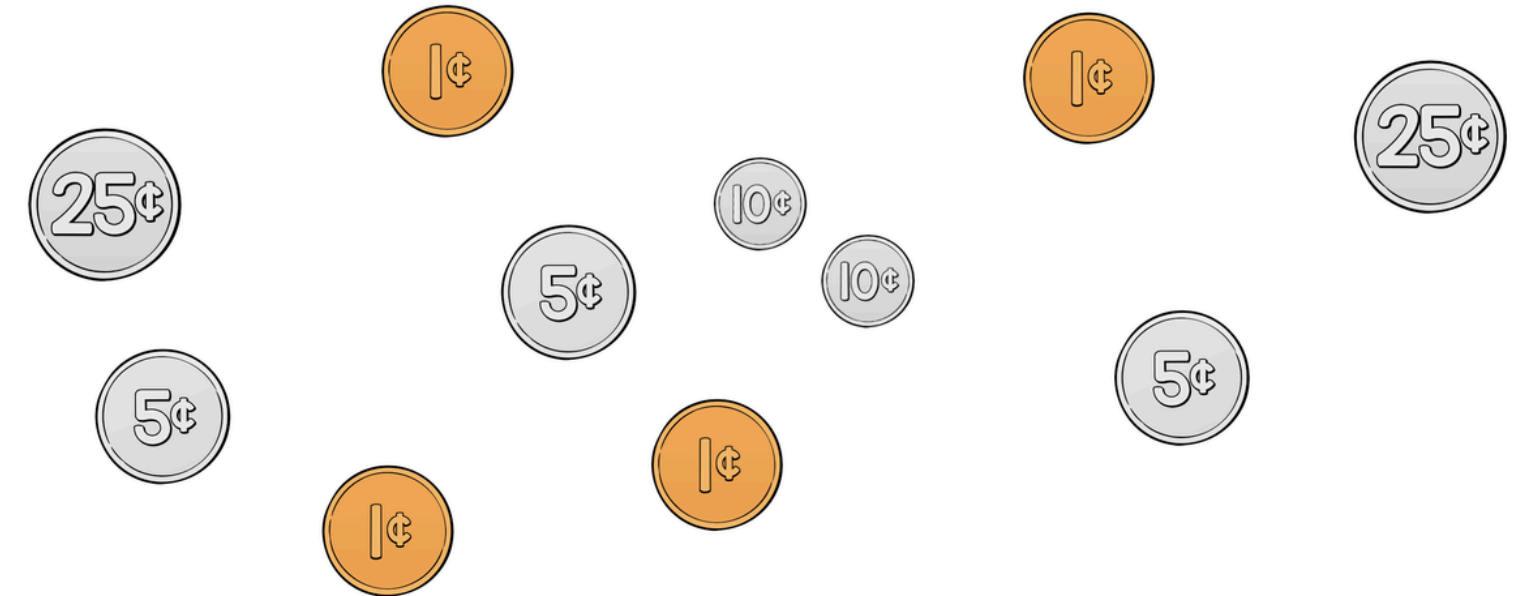
You have six coins in your pocket. You don't know what the coins are, but you know they are all the same. How much money could be in your pocket?




Estimate the number of jelly beans per page. Justify your thinking.

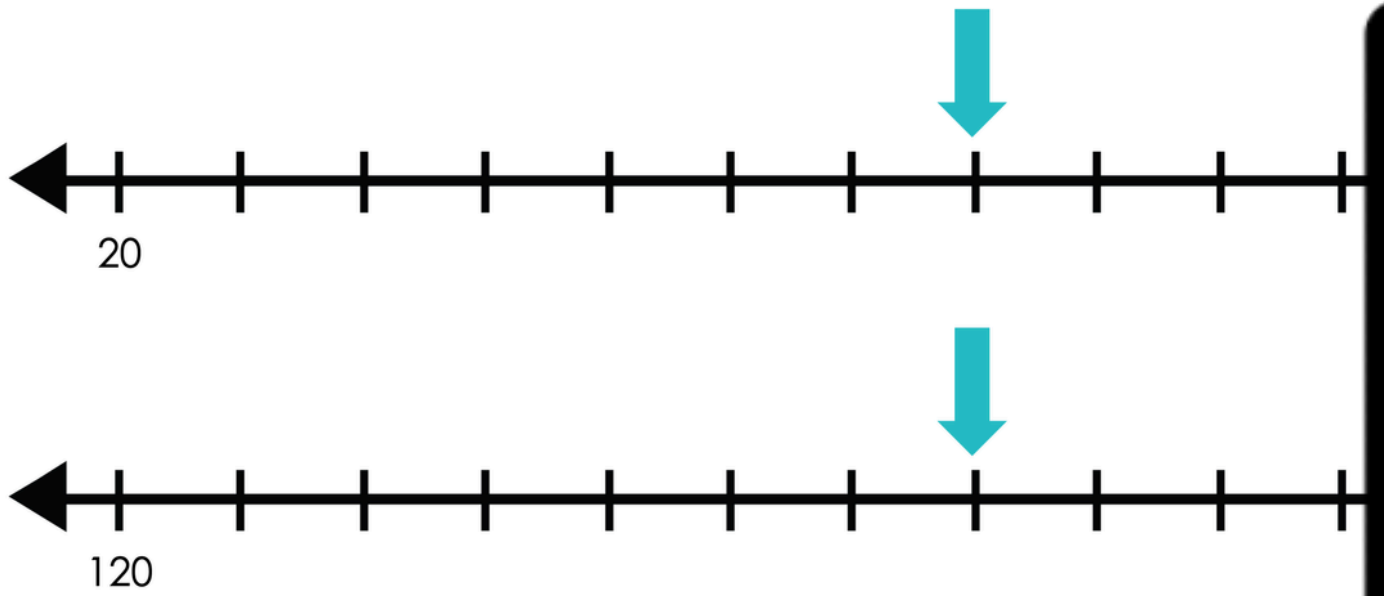


What is the fastest way to group and count these coins? Compare your strategy to someone else's.



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

 What number could be located at the arrows?
How do you know?



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My strategy is...

I notice...

I disagree because...

I wonder...