

# Lesson 15: Number Talk

## Standards Alignments

Building On 3.NBT.A.2  
Addressing 3.NBT.A.2

### Teacher-facing Learning Goals

- Apply understanding of addition and subtraction within 1,000 to create a Number Talk activity.

### Student-facing Learning Goals

- Let's create a Number Talk activity.

## Lesson Purpose

The purpose of this lesson is for students to apply their understanding of addition and subtraction to create a Number Talk activity.

This lesson provides an opportunity to observe the ways in which students make use of structure and repeated reasoning to design a Number Talk. The warm-up is followed by four Number Talk activities. In the first activity, students are given three expressions and asked to write the missing expression. In each of the subsequent activities, one additional expression is missing. In the last activity, students write all four expressions of a Number Talk.

It is not essential that students complete all four activities. Decide which activities to do based on how much scaffolding students may need. The lesson may take more than one day, especially if students facilitate their Number Talk with other groups.

If students need additional support with the concepts in this lesson, refer back to Unit 3, Sections A and B in the curriculum materials.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 2)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Number Talk (Warm-up)

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	15 min
Activity 3	15 min
Activity 4	15 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What do your students think it means to be good at math? How are you helping them change negative impressions they might have about their ability to reason mathematically?

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## Cool-down (to be completed at the end of the lesson)

🕒 5 min

### Number Talk Reflection

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#### Student-facing Task Statement

As mathematicians, we use patterns and things we see happening over and over again to help us reason about new problems. Describe a time today where you did that.

#### Student Responses

Sample response: When we were designing a Number Talk, I tried to think of how to make the problems similar enough so that we could use the same method for all the problems.