

# Lesson 16: Conversación numérica

## Standards Alignments

Addressing 5.NBT.B.6

### Teacher-facing Learning Goals

- Find quotients of whole numbers multi-digit dividends and divisors without any remainders.

### Student-facing Learning Goals

- Creemos una actividad tipo “Conversación numérica”.

## Lesson Purpose

The purpose of this lesson is for students to apply their understanding of dividing multi-digit whole numbers to create a Number Talk activity.

This lesson offers teachers the opportunity to listen to ways in which students make use of structure and repeated reasoning to design a Number Talk. After the warm-up, three activities are given, but it is not expected that students do all three. As the activities progress, there is one additional problem missing from each Number Talk. The choice of which activities to use is left to the teacher based on how much scaffolding the students may need. This lesson can take 1–2 days if students facilitate their creations with other groups.

### Access for:

#### Students with Disabilities

- Engagement (Activity 1)

#### 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

### Teacher Reflection Question

Which students came up with an unexpected strategy in today's lesson? What are some ways you can be more open to the ideas of each and every student?

Lesson Synthesis	10 min
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Cool-down	5 min
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## Cool-down (to be completed at the end of the lesson)

 5 min

Reflexiona

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### Student-facing Task Statement

Los matemáticos usamos los patrones y la estructura que vemos en los problemas que resolvemos para razonar sobre nuevos problemas. Describe algún momento de hoy en el que hayas hecho eso.

### Student Responses

Sample response: Today when we were designing a number talk, I was trying to think of how to make the problems similar enough so you could use the same strategy for all the problems.