

# MATH TALKS

Using math talks in the classroom is a great way for students to begin to understand math in a more *conceptual* way! It can be easy to put up a math question and think you are hosting a math talk but remember... the most important part is having your students **meaningfully TALK** about the concepts. A math talk is something that should take place every day in your classroom for about 3-5 minutes per day!

I have 4 phrases that I use in my K-2 classroom all the time to foster meaningful math conversations. The four phrases I love to use are:

- Tell me more...
- What did \_\_\_\_ say?
- Do you agree/disagree? Why?
- Could you solve this a different way?

You can see more about each phrase and WHY they're important in my video below:



This is currently part of a growing bundle, and the math talks already included are:

- Subitizing
- Comparing Numbers
- Which doesn't belong?
  - Fill the grid
- Picture It Prompts
  - Making 10s
  - Decomposition

There are 24 of each different type of math talk (except picture it!) and the skills progress from easier to more difficult. There is also an editable slide at the end of each skill so you can type in your own problems as needed for more practice.

# MAKING TENS:

This important computational skill helps students think of numbers flexibly and begin to see how different pairs can make ten easily. Students will work through different number talks designed to go from more concrete to fluent activities. As students share how they go the sum on each slide, be sure to document their answers and ask students to explain further. Students will begin to understand the commutative property where they can add numbers in any order and still get the same sum.

The image shows a collage of educational cards for a 'Making Tens' activity. It features three cartoon children at computers with lightbulbs above their heads, suggesting ideas. The cards include ten-frame problems and equations.

**Card 1 (Yellow background):** A girl with a red bow is at a computer. A lightbulb is above her head. The text 'What's t' is partially visible. Below the text is a ten-frame with 2 blue dots in the bottom row.

**Card 2 (Blue background):** A boy is at a computer. A lightbulb is above his head. The text 'What's the sum?' is written above a ten-frame with 10 purple dots (5 in the top row, 5 in the bottom row).

**Card 3 (Pink background):** A girl with blue bows is at a computer. A lightbulb is above her head. The text 'What's the sum?' is written above three equations:  
 $5 + 5$   
 $5 + 1 + 5$   
 $4 + 5 + 5$