

MATH TALKS: MISSING NUMBERS

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! See more about how to do this below:

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

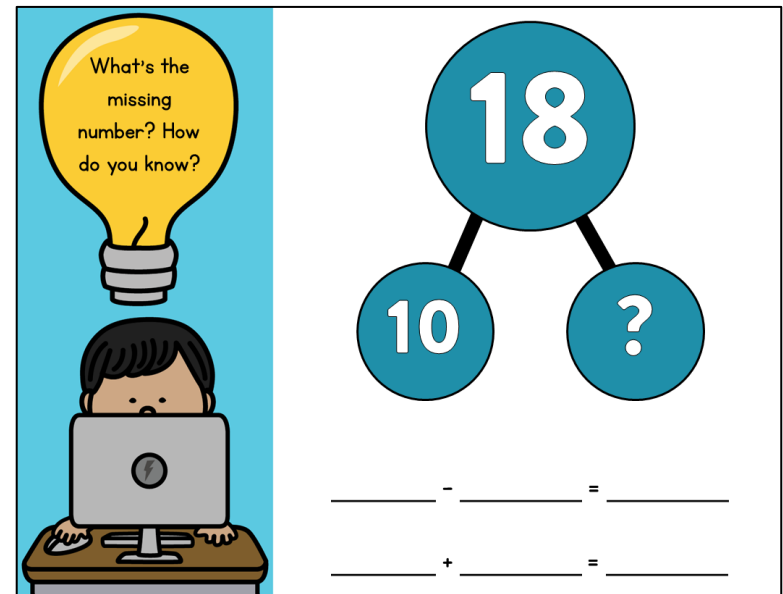
I love to use are:

- 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:



Missing Numbers: In this math talk pack, students will work to identify the missing part of the number bond and explain their thinking. As they progress through the slides, they first just explain how they got the answer, then move to the relationship between addition and subtraction.



There are editable slides at the end of the unit for each of the different kinds of math talks. You can simply use the add text tool to make your own!

MISSING NUMBER BONDS:

Missing Numbers: In this math talk pack, students will work to identify the missing part of the number bond and explain their thinking. As they progress through the slides, they first just explain how they got the answer, then move to the relationship between addition and subtraction.

The image displays five slides from a math talk pack, each featuring a cartoon student at a laptop with a lightbulb above their head asking, "What's the missing number? How do you know?"

- Slide 1 (Top Left):** A number bond for 9. The top circle is blue and contains the number 9. It is connected to two empty blue circles below it.
- Slide 2 (Top Right):** A number bond for 13. The top circle is orange and contains the number 13. It is connected to two orange circles below it: one contains the number 9, and the other contains a question mark.
- Slide 3 (Bottom Left):** A number bond for 17. The top circle is pink and contains the number 17. It is connected to two pink circles below it: one contains the number 5, and the other contains a question mark. Below the number bond are two blank lines for equations: $\underline{\quad} - \underline{\quad} = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$.
- Slide 4 (Bottom Right):** A number bond for 14. The top circle is orange and contains the number 14. It is connected to two orange circles below it: one contains the number 11, and the other contains a question mark. Below the number bond are four blank lines for equations: $\underline{\quad} - \underline{\quad} = \underline{\quad}$, $\underline{\quad} - \underline{\quad} = \underline{\quad}$, $\underline{\quad} + \underline{\quad} = \underline{\quad}$, and $\underline{\quad} + \underline{\quad} = \underline{\quad}$.