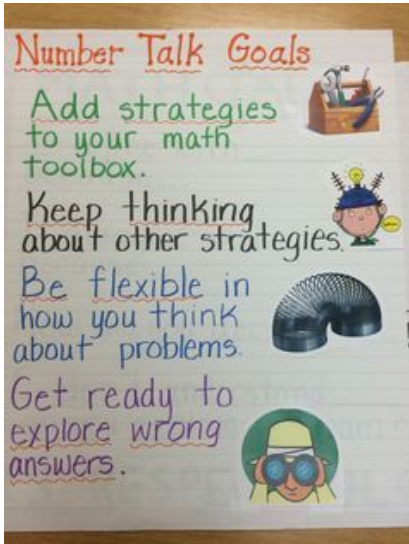
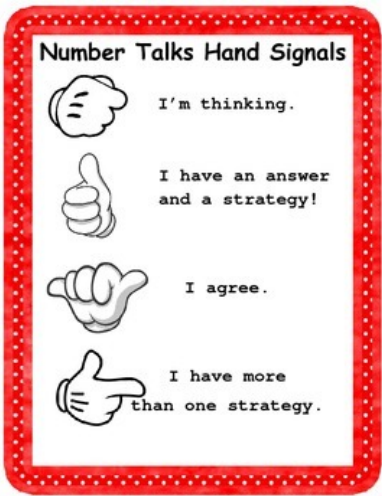
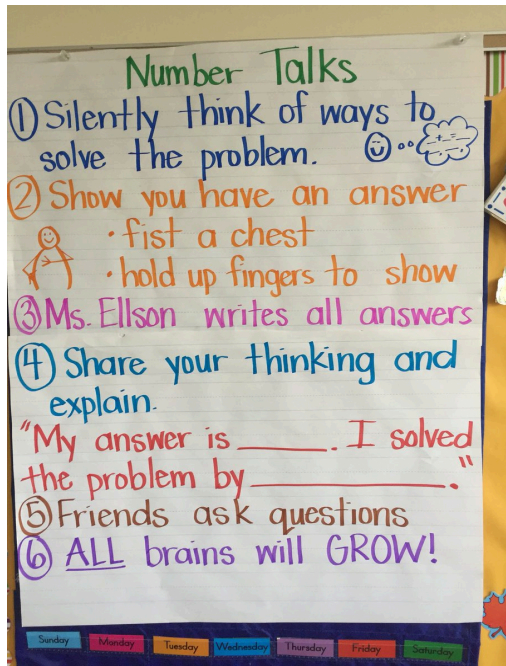


Number Talks Action Plan

Implementation with Resources	Step-by-Step Lesson Instruction
<p>Part 1: Elicit thinking from multiple perspectives and the number talk process.</p> <p><i>Dot talks are always a good place to start at any grade level. It is okay to continue dot card number talk for more than a day. I would suggest spending a week on it. Go at your pace and meet your students where they are.</i></p> <p>Student Expectations Poster:</p>  <p>Hand Signals (English and Spanish):</p> 	<ol style="list-style-type: none"> 1. Expectations and Hand Signals 2. Teacher writes a problem or shows a dot pattern on the board. 3. Teacher waits while students solve the problem mentally and put up their thumbs when they have had enough time to think. <ol style="list-style-type: none"> a. It's not about how fast students do the problem, so giving them time is important. If they finish quickly, encourage students to solve the problem another way. 4. Teacher asks if anyone is willing to share what they think the answer is. Record just the answers (wrong or right) on the board and ask if anyone got a different answer, continue recording. <ol style="list-style-type: none"> a. Several different answer lead to meaningful conversations 5. Teacher asks if anyone can explain how he or she figured the problem out. <ol style="list-style-type: none"> a. Students are explaining why their process makes sense. b. Who has a strategy he or she is willing to share? c. Is anyone willing to convince us that your answer makes sense by telling us what you did? d. Dot Card Facilitating Questions: How many dots do you see? How do you see them? How many more make ten? 6. When students are sharing their strategies, they first identify which answer they are defending. Teacher annotates/records student thinking while student is talking. 7. Questions to ask that help students communicate more clearly or emphasize a particular part of a strategy. <ol style="list-style-type: none"> a. Does anyone have any questions for ____? b. Can you say more about ____? c. Can someone explain ____'s strategy in your own words?



[Example Anchor Chart](#)

Part 2: Choose a strategy appropriate for your students. Example: Making Ten Addition Strategy (see additional strategies in part 3)

Suggestion: Depending on your grade level, after dots, continue with addition, subtraction, multiplication and division of whole numbers and then move on to fractions and decimals. Repeat a strategy until the majority of students understand and then give an exit slip.

[Number Talk Planning Template Example](#)

Strategy Chart Example:

d. What connections do you notice among the strategies we've discussed?

***Repeat until students understand there are multiple strategies to solve a problem or ways to see the number of dots. Do not give an exit slip until you see students are successful during number talk conversations.

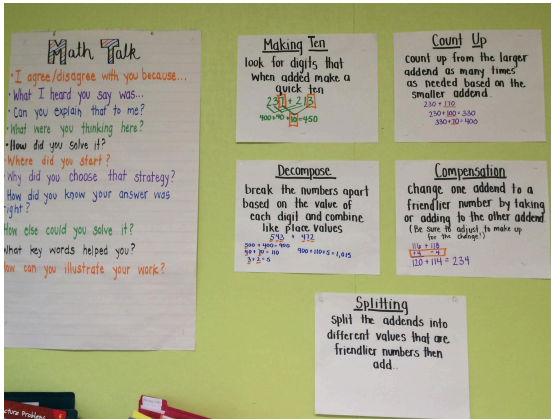
Success criteria:

1. Exit slip: Show two ways you see the dots.

1. **Teacher:** Plan and Review using the number talks planning template to ensure purposeful instruction.
2. Review Student Expectations
 - a. Teacher Focus: accept, respect, and consider all answers.
3. Repeat steps from Part 1.

Success Criteria:

1. Exit slip: Show two ways to solve ____ + ____
 - a. Your goal is to see student thinking and assess where students are in their learning.

	
<p>Part 3: Choose the next addition strategy to teach using the resource below.</p> <p>Number Talk Strategies Table K-5</p> <p>Number Talk Strategies 3-8</p> <p>K-2 Resources</p> <p>3-5 Resources</p>	<p>Repeat the same process.</p>

1. Teach Student Expectations (anchor chart)
2. Teach Hand Signals (print out)
3. Provide students a Dot Card problem (check k-2 resources)
4. Teacher provides students an opportunity to solve problems mentally. Students show a visual cue when they are ready with a solution. Students signal if they have solved it in more than one way too. (hand signals)
5. Teacher calls for answers. Collect all answers- correct and incorrect- and record answers.
6. Students share strategies and justifications
 - a. Teacher Facilitating Questions: **How many dots do you see? How do you see them?**
How many more make ten?
7. Record student thinking. (anchor chart or whiteboard)
8. Pair/Share Option: After sharing answers and strategies, have students pair/share their strategy.
 - a. *(clarify their thinking, consider and test other strategies to see if they are mathematically logical, discuss strategies)*