**Number Talk Lesson Plan**

**Teacher:** Kate Waldron

**Date**: 3/31/14

**Math Action(s):** Mental Math

**Standard(s):** 2.NBT.7 – Add or subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting thee-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**Numbers:**

1. 235, 153
2. 361, 128
3. 372, 416

**Contextual Story for Each Problem:**

1. Mr. Waldron and I had a party at our house last weekend. Before our friends came over, we went shopping for the food and spent $235 on the meat for the BBQ. Then, we spent another $153 on dessert. How much money did we spend all together?
2. The next day we decided to go to San Francisco. We drove 361 miles to get there and then drove an additional 128 miles in the city throughout the day. How many miles did we drive in all?
3. After our party and trip to San Francisco, Mr. Waldron and I were so exhausted from our weekend plans. When we got home from San Francisco, I slept for 372 minutes. Mr. Waldron ended up sleeping for 416 minutes. How many minutes did we sleep all together?

**Strategy you hope students will discover / teacher will introduce:**

I am hoping that students use splitting. This number talks lesson will be taught after the lesson of teaching the students how to solve 3-digit addition problems using the splitting strategy. I am hoping that the students apply what they learned in the previous lesson to this one.

**Lesson Format / Pattern for Delivery:**

1. Review strategies.

***🡪 This is not a step we do daily. This step is included when we have just learned a new strategy or if a student has invented one. This usually happens once or twice every few weeks. If there is no need to review a strategy, we start the lesson with step 2.***

1. Tell story problem – write numbers on the board.
2. Independent think time.
3. Record answers from students.
4. Pair Share – My answer is…My strategy is…This is how I solved it…
5. Call on students to adjust answers on board.
6. 2-3 students to share work. Record different strategies in different colors.
7. Discuss which strategy was most efficient / fits brain best.