**Number Talk Lesson Plan**

**Teacher:** Kate Waldron

**Date**: 4/1/14

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

**Standard:** 2.OA.1 - use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, ~~with unknowns in all positions, e.g, by using drawings and equations with a symbol for the unknown number to represent the problem~~.

*Notes: For the set of numbers in this lesson, the unknown will always be the sum or difference.*

**Numbers:**

1. 48, 48 (+)
2. 64, 26 (+)
3. 37, 53 (-)

**Contextual Story for Each Problem:**

1. Mr. Waldron and I decided to buy tickets for a professional basketball game. We really wanted to buy tickets for seats that were up close to the basketball court. The cost of tickets for the front row was $48 each. How much did it cost for two tickets?
2. Once we got to the game we realized that we forgot to eat dinner so we went to the concession stand and spent $26 on food. Then, we went to the gift shop and bought a sweatshirt for $64. How much money did we spend at the game?
3. After the game was over we decided to go home because we were very tired. On the way to the game we only drove 37 miles. However, on the way home there was road construction. So, we had to drive home a different way which ended up being 53 miles. How many more miles did we drive on our way home than on our way to the game?

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

I am hoping that student decompose the numbers into friendlier numbers.

**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.