

# Lesson 15: Conversación numérica

## Standards Alignments

Building On 3.NBT.A.2  
Addressing 3.NBT.A.2

### Teacher-facing Learning Goals

- Apply understanding of addition and subtraction within 1,000 to create a Number Talk activity.

### Student-facing Learning Goals

- Creemos una actividad tipo "Conversación numérica".

## Lesson Purpose

The purpose of this lesson is for students to apply their understanding of addition and subtraction to create a Number Talk activity.

This lesson provides an opportunity to observe the ways in which students make use of structure and repeated reasoning to design a Number Talk. The warm-up is followed by four Number Talk activities. In the first activity, students are given three expressions and asked to write the missing expression. In each of the subsequent activities, one additional expression is missing. In the last activity, students write all four expressions of a Number Talk.

It is not essential that students complete all four activities. Decide which activities to do based on how much scaffolding students may need. The lesson may take more than one day, especially if students facilitate their Number Talk with other groups.

If students need additional support with the concepts in this lesson, refer back to Unit 3, Sections A and B in the curriculum materials.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 2)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Number Talk (Warm-up)

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	15 min
Activity 3	15 min
Activity 4	15 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What do your students think it means to be good at math? How are you helping them change negative impressions they might have about their ability to reason mathematically?

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## Cool-down (to be completed at the end of the lesson)

🕒 5 min

Reflexiona sobre las actividades tipo “Conversación numérica”

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### Student-facing Task Statement

Como matemáticos, usamos patrones y cosas que vemos que ocurren una y otra vez para razonar sobre nuevos problemas. Describe algún momento en el que hayas hecho eso hoy.

### Student Responses

Sample response: When we were designing a Number Talk, I tried to think of how to make the problems similar enough so that we could use the same method for all the problems.