EAI EDUCATION

Grades PreK+ | Ages 4+

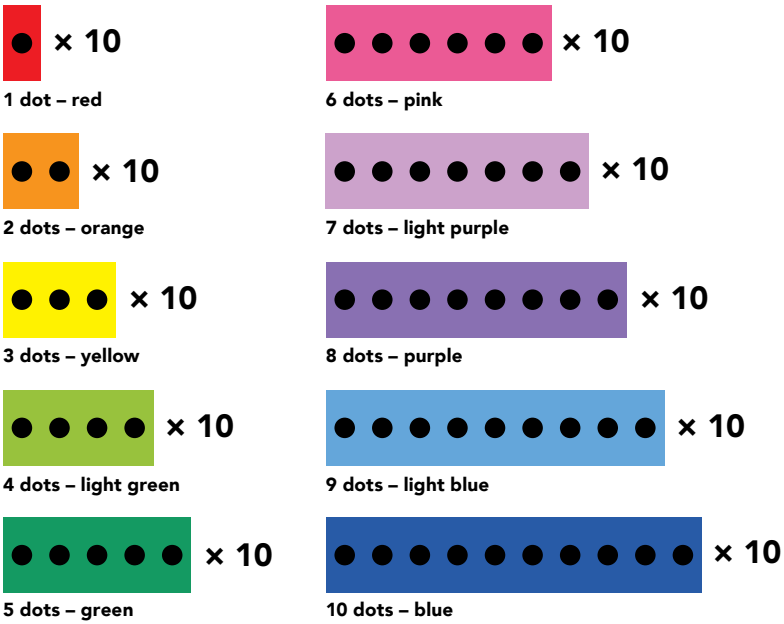
EAI 520886

JUMBO Magnetic Visual Number Talks Bars

ACTIVITY BOOKLET

Jumbo Magnetic Visual Number Talks Bars will help teachers demonstrate mathematical concepts and skills, and help students to think about mathematics in a different way! The Visual Number Talks Bars can be used to model counting, numerical fluency, properties, operational word problems, graphing, and more. Each Visual Number Talks Bar demonstrates a specific value using dots, and the colors match the same colors as the EAI® Education Bar Models and Visual Number Talks Dot Models, so students can easily transition from earlier grade concepts to more complex concepts in upper grades. Use the included sample dialogues to lead discussions with students, and allow them to gain a deeper understanding of the why behind every day math!

CONTAINS 100 PIECES:



⚠ WARNING:
CHOKING HAZARD - SMALL PARTS.
NOT FOR CHILDREN UNDER 3 YRS.

⚠ WARNING:
This product contains (a) small magnet(s). Swallowed magnets can stick across intestines causing serious infections and death. Seek immediate medical attention if magnet(s) are swallowed or inhaled.

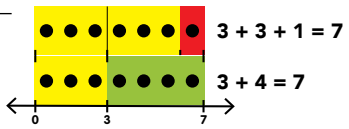
Examples of Mathematical Concepts and Skills that can be presented using the Jumbo Magnetic Visual Number Talk Bars

GRADES PreK–2

Learning Goal

I can model addition facts on an open number line and identify the strategy I used to find the sum.

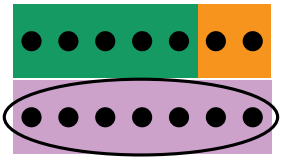
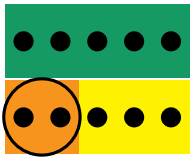
3 + 4 = _____



This model represents when adding two consecutive whole numbers, you can use the addition strategy Doubles Plus One, Count On, or Count All.

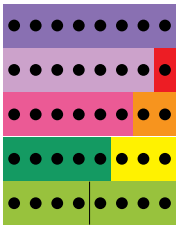
Learning Goal

I can solve addition and subtraction word problems by modeling with Number Talk Bars.

Addition Word Problem	Subtraction Word Problem
There are 5 bugs in a jar. Two more bugs were added. How many bugs are in the jar?	Five birds sit on a wire. Three birds fly away. How many birds were left?
	

Learning Goal

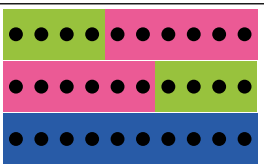
I can decompose numbers.



"How many ways can you decompose the numeral 8?"
"What do you notice?"
"Do you think there might be others?"
"How many fact families can be written that total the number 8?"

Learning Goal

I can explain the Commutative Property of Addition.

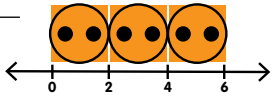
Number Talk Question	
"Is the sum of 4 + 6 = 6 + 4?"	

GRADES 2–4

Learning Goal

I can model multiplication on an open number line.

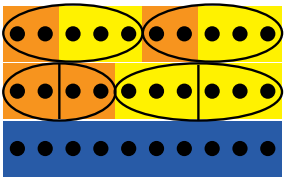
$3 \times 2 =$ _____



Learning Goal

I can show my understanding of the Distributive Property.

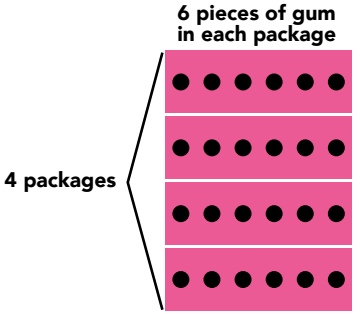
Model how $2(2 + 3) = (2 \times 2) + (2 \times 3)$



Learning Goal

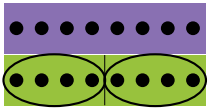
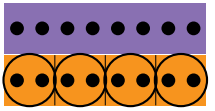
I can model a multiplication problem using an array.

Lucas bought 4 packages of gum.
Each package contained 6 pieces of gum.
How many total pieces of gum does Lucas have?



Learning Goal

I can model the two types of division problems with both an array and open number line.

Partitive Division	Quotative Division
Pete has 8 stickers. He puts them on 2 pages. How many stickers can he put on each page showing the same amount?	Pete has 8 stickers. He puts 2 stickers on each page. How many pages have stickers?
8 stickers  **2 pages**	**8 stickers**  **2 stickers on each page**

Example of a Number Talk using Jumbo Magnetic Visual Number Talk Bars

"Does order matter when you are adding numbers together?"

Student 1: *No, because 1 + 2 = 3 and so does 2 + 1.*

Teacher: *Does anyone else have a comment?*

Student 2: *I agree with what student 1 is saying. I also don't think it matters how many number you are adding together.*

Teacher: *What do you mean by that statement?*

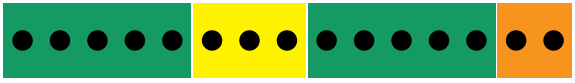
Student 2: *Let's say you had the equation 5 + 3 + 5 + 2. I would first add the 5 and 5 to get 10 then add the 2 and 3 to get 5, and then put 10 and 5 together to get 15.*

Teacher: *Turn to your partner and discuss what student 2 did to get the sum of 15.* [Give adequate wait time.] *Who would like to explain the partner thinking?*

Student 3: *We think student 2 is saying that you can add in any way you want to. We started with 5 + 3 + 5 + 2 so we looked for combinations that made 10, which was 5 + 5. Since there were no more combinations of 10, we added the last two numbers 3 + 2 and got 5. We then needed to add 10 and 5 to get 15.*

Teacher: *Would you like to come to the board and use the Visual Number Talk Bars to demonstrate that thinking?*

Student 3: *Sure.*



5 + 3 + 5 + 2 =
8 + 7 =
15

5 + 5 + 3 + 2 =
10 + 5 =
15

Teacher: *Thanks for the clear explanation and using the Visual Number Talk Bars to help us SEE the mathematics. This demonstrates an important property in mathematics that we need to add to our anchor chart. It is called the Associative Property of Addition. It states that when you are adding more than two numbers together, you can regroup the numbers any way you want. Let's write some other examples: 4 + 1 + 3 can be grouped as (4 + 1) + 3 or 4 + (1 + 3). When you have 6 + 1 + 2 + 4, you can rearrange to (6 + 4) + (1 + 2). This actually includes the Commutative Property of Addition and the Associative Property of Addition.*