

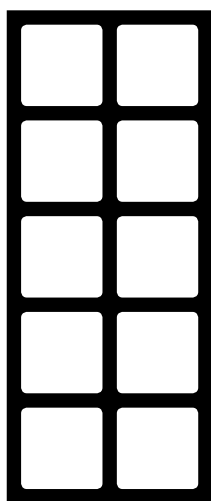
JUMBO Magnetic Visual Number Talks Dot Models

ACTIVITY BOOKLET

The Jumbo Magnetic Visual Number Talks Dot Models can be used by the teacher to model many mathematical concepts and skills, or by students as they explain their understanding of the concepts and skills to others. Along with the Dot Models, you have two empty ten frames in order to organize thinking in a more desirable way. The Dot Models can be used to help students deepen their understanding of subitizing, equal-sized groups, operational word problems, strategies for understanding basic multiplication facts, properties, and many more mathematical concepts. Each Dot Model demonstrates a specific value using dots, and the colors match the same colors as the **Jumbo Magnetic Visual Number Talk Bars** and the **Jumbo Magnetic Bar Models** so students can easily transition from earlier grade concepts to more complex concepts in upper grades.

Be creative and think about other uses as it aligns to your math standards!

CONTAINS 102 PIECES:



$\times 2$



$\times 10$
red



$\times 10$
orange



$\times 10$
yellow



$\times 10$
light green



$\times 10$
green



$\times 10$
pink



$\times 10$
light purple



$\times 10$
purple



$\times 10$
light blue



$\times 10$
blue

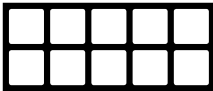
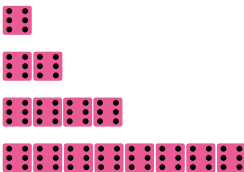
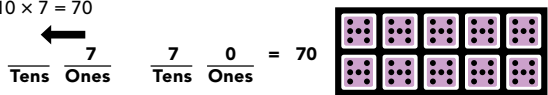
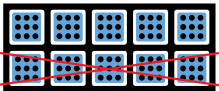
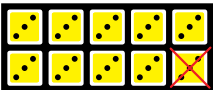
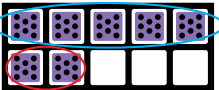
WARNING:
CHOKING HAZARD - SMALL PARTS.
NOT FOR CHILDREN UNDER 3 YRS.

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 Number Talks Using the Jumbo Magnetic Number Talks Dot Models

Learning Goal

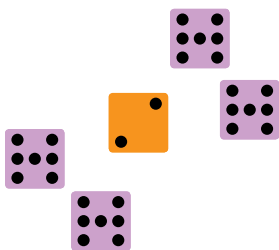
I can use strategies to help me with mastering my basic multiplication facts.

0 × n	0 times any number is 0.	$0 \times 4 = 0$ 
1 × n	1 times any number is itself. Identity Property of Multiplication.	$1 \times 2 = 2$ 
2 × n	2 times any number doubles the number.	$2 \times 5 = (5 + 5) = 10$ 
4 × n	4 times any number is double, double the number. $(2 \times n) \times 2$	$4 \times 3 = (2 \times 3) \times 2 = 12$ 
8 × n	8 times any number is double, double, double the number. $[(2 \times n) \times 2] \times 2$	$8 \times 6 = [(2 \times 6) \times 2] \times 2 = 12 \times 2 \times 2 = 24 \times 2 = 48$ 
10 × n	10 times any number makes the number ten times larger by moving one place value to the left.	$10 \times 7 = 70$ 
5 × n	5 times any number is half of the number times 10.	$5 \times 9 = (10 \times 9) \div 2 = 45$ 
9 × n	9 times any number is one group of the number less than 10 times the number. $(10 \times n) - n$	$9 \times 3 = (10 \times 3) - 3 = 27$ 
3 × n	3 times any number is one group of the number more than twice the number. $(2 \times n) + n$	$3 \times 4 = (2 \times 4) + 4 = 8 + 4 = 12$ 
6 × n	6 times any number is double the product of 3 times the number. $2 \times (3 \times n)$	$6 \times 4 = 2 \times (3 \times 4) = 2 \times 12 = 24$ 
7 × n	7 times any number is the same as $(5 \times n) + (2 \times n)$	$7 \times 8 = (5 \times 8) + (2 \times 8) = 40 + 16 = 56$ 

Learning Goal

I can instantly recognize the quantity of objects in organized arrangements.

Display the following on the board. Count to 3. Remove.



Teacher: How many dots were shown? How did you see the total?

Student 1: I saw $(7 + 7) + (7 + 7) + 2 = 14 + 14 + 2 = 28 + 2 = 30$.

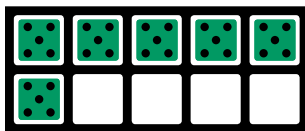
Student 2: I saw $(4 \times 7) + 2 = 28 + 2 = 30$.

Student 3: I saw $(7 + 7 + 1) + (7 + 7 + 1) = 15 + 15 = 30$.

Learning Goal

I can model repeated addition.

Teacher: How would you model the sum of six fives?



Student 1: $5 + 5 + 5 + 5 + 5 + 5$.

Student 2: That is the same thing as 6 equal groups of 5.

Student 1: Oh yeah, that can be written as 6×5 .

Student 2: Either way the total would be 30, because I skip counted by 5s.

Learning Goal

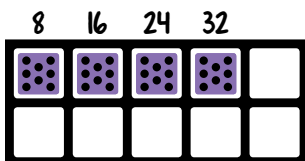
I can model skip counting.

Teacher: How can you solve the problem 4×8 ?

Student 1: I know that means 4 groups of 8, so I can skip count by eights because that is how many are in each group.

Teacher: Will you model this for me?

Student 1: Ok.

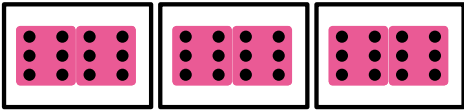


Student 1: 8, 16, 24, 32. The last number I counted was 32, so 4×8 is 32.

Learning Goal

I can model the Distributive Property.

Phil had 3 snack bags. In each bag, there were 2 packages of gum, and each package contained 6 individual pieces of gum. How many total pieces of gum does he have?



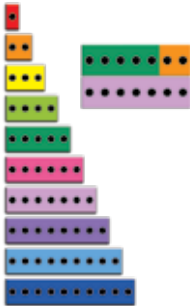
$3(2 \times 6) = 3 \times 12 = 36$

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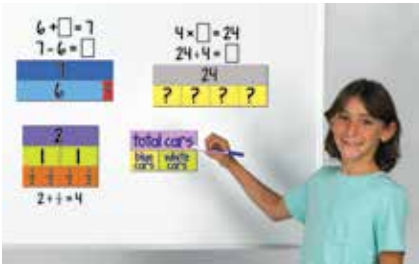
**Jumbo Magnetic Visual
Number Talks Bars**

EAI 520886 Gr. PreK–4



**Jumbo Magnetic
Bar Models**

EAI 520807 Gr. 1+



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