

Number Match Talk

Students connect numerals, dot diagrams, and spoken math language.

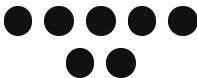
1.1.D “communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;”

NAME _____

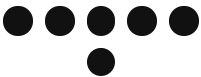
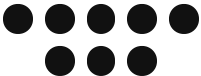
DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MATCH IT

3	•	•	
5	•	•	
7	•	•	

2 WRITE IT

HOW TO RUN THIS PAGE

Read each part aloud and give students time to count before they mark the page. Students show that a numeral and a dot diagram mean the same amount, then explain the connection aloud using math words.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MATCH IT

SAY “Read each number with me: 3, 5, 7. Count each group of dots. Which dot group matches each number?

Draw a line for each match, then say, “The number ____ matches ____ dots.””

- **3** matches **3 dots**
- **5** matches **5 dots**
- **7** matches **7 dots**

PART 2 • WRITE IT

SAY “Count the dots beside each box. What number tells how many dots? Write the number in the box. Then tell me, “I wrote ____ because I counted ____ dots.””

- Box 1 (beside 6 dots): **6**
- Box 2 (beside 8 dots): **8**

WHAT TO ACCEPT

Match 3 to 3 dots, 5 to 5 dots, and 7 to 7 dots. Accept 6 and 8 in the boxes, plus an oral explanation that connects each written numeral to its counted dots.