

# Number Strings

This type of Math Talk is intended to bring out the use of place value understanding in partial product multiplication.

$$2 \cdot 5$$

$$2 \cdot 50$$

$$20 \cdot 50$$

Students might use the following strategies:

**I know that  $2 \cdot 5$  is 10, so I know that  $2 \cdot 50$  is 100 because 50 is  $5 \cdot 10$ . So the problem is like  $2 \cdot 5 \cdot 10$ . Then I know that  $20 \cdot 50$  is 1,000 because  $100 \cdot 10$  is 1,000.**

Bring attention to similarities between different strategies, whether they use these or other strategies.

As students share, ask:

- *What questions do you have for \_\_\_ about how they solved the problem?*
- *Who thought of it in the same or a similar way?*
- *Who thought of it in a different way?*
- *How are these ways similar? How are they different?*