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| Strand/s | **NSN** DM PROB GEO PATT &ALG MEAS |
| Big Ideas | |  | | --- | | * all four operations, addition, subtraction, multiplication, and division are related (these are highlighted in the patterning and algebra expectations) | |
| Specific Exp. (ie. 3m21) | |  |  |  | | --- | --- | --- | | *3m11:* represent, compare, and order whole numbers to 1000, using a variety of tools (NSN1.1)   |  | | --- | | *3m13:* identify and represent the value of a digit in a number according to its position in the number (NSN1.3) |  |  | | --- | | *3m16:* represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000 (NSN1.6) | | |

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| Math Journal  Open Question or parallel prompts | * Compare the numbers 10 and 100. How are they similar? How are they different? |
| Independent Problem Solving | (grade level)   * Pick 4 cards, what is the largest number you can make? Explain how you know. |
| (modified)   * Pick 2 cards, what is the largest number you can make? Explain how you know. |
| (extension)   * Using the same 4 cards, create the smallest number possible. How do you know you are correct? |
| Shared Problem Solving | Jill has 1000 jellybeans and wants to share them equally with her nine friends. How many jellybeans will each person get?  Modified:  Jill has 100 jellybeans and wants to share them equally with her nine friends. How many jellybeans will each person get?  Jill has 10 jellybeans. She wants to share them equally with 10 friends. How many jellybeans will each person get? |
| Share the Wealth  (consolidation for Shared following all rotations) | (3-4 question prompts including learning skill and curriculum focus)   * How did you use the manips? How did they help you? * What struggles did you encounter? * How did you solve the problem? * Is there more than one possible answer? * How do you know? |
| Math Games  (current strand) | Who’s the greatest?   * “Mega Fun Card Game Math 3-5 * Pg 7 * \*\*\* REMOVE FACE CARDS, JOKERS, TENS ARE ZEROS * Place cards in the middle, face down, each choose one card and place it on the place value mat – not allowed to change placement |
| Math Facts  (+, -, x, ÷) | Adding tens / hundreds  Example: 50+60, 100+400 |
| Guided Math | Curriculum goal: **Real life Math problems relating to magnitude….**  Math Process goal: Representing **\_\_ Communicating** \_\_Reasoning & Proving \_\_ Reflecting  \_\_ Selecting Comp. Tools & Strategies \_\_ Problem Solving  Activity: **EQAO Question**    **Materials**:  Manipulatives  White boards  Markers  Anecdotal recoding sheet |