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| **Balanced Math**  **Strand: Number Sense and Numeration**  **Big Ideas**: Quantity and Relationships  **Curriculum Expectations**:2m8/ 2m11- represent, compare and order whole numbers to 100, using a variety of tools  2m10-solve problems involving the addition and subtraction of one- and two-digit numbers, using a variety of strategies  **Math Processes Focus**: Reflecting and communication | |
| ***Math Journal***  **\*\* Lots of different/**  **possible answers\*\*** | **A-What numbers can you make that are below 100 and have a 6 in the tens place? How can you represent those numbers?**  **B-I am thinking of a number between 10 and 100 with a single 9 in it. What might my number be? How do you know your numbers work?**  **C-What do you know and what can you find about the number 180?**  **(questions found on pages 33-34 of “Good Questioning for Math Teaching”)**  **A-Easy, B- Medium, C- Challenge** |
| ***Independent Problem Solving***  **\*\*One answer but different ways to get there\*\*** | **A- Pattern Block Puzzle (Nelson Math Gr 2, Chpt 6 p65, 53-100’s chart): Follow the clues to reveal a pattern on the 100’s chart. Create your own puzzle with clues to identify numbers on the 100’s chart that are included in your puzzle.**  **B- Comparing Handfuls- Take a handful of blocks. Estimate how many blocks there are. Represent the blocks using a math tool of your choice. Take another handful and repeat the steps. Repeat with the buttons (smaller blocks) twice. Answer the questions on the bottom of the page or on the chart. When you have represented all handfuls choose 2 to compare. (pg 39 nelson math chp 6) (students can use this page from Nelson math or they can draw their own chart in their math book).**  **Questions to answer: If I did this experiment again I think I would grab between \_\_ and \_\_ blocks. I think I would grab between \_\_ and \_\_ buttons. I think I would get more \_\_\_\_ because \_\_\_.**   1. **Medium, B- easy** |
| ***Shared Problem Solving*** | **Which number is greater? 43 or 52? Which one is closer to 50? Explain how you know.**  **Show the greater number different ways.**  **Alternate- Which number is greater? 67 or 78? Which number is closer to 80? Explain how you know. Show the lesser number different ways?** |
| *Math Facts* ***&***  ***Math Games*** | **Race for a Flat-**  Spinthe spinner. If you land on a 1 take a ones cube. If you land on the 10, take a tens stick. Place the base ten blocks you take on your place value mat. Once you have 10 ones you can trade for a 10 stick (on your turn- you will also get to spin if you are trading). Once you have 10- tens sticks you can trade for a hundreds flat. The first person to collect/trade for the hundreds flat is the winner. You can also play backwards…start with a hundreds flat and take blocks away as you spin (this is the challenge level).- (The challenge will also take place in Guided Math)  **See attached explanation and spinners – from the Guide to Effective Instruction in Mathematics K-3** |
| ***Guided Math*** | **Countdown to Zero-** from the Guide to Effective Instruction in Mathematics K-3- see explanation attachment from the effective guide.  **Students will use communication to give their to answer the questions posed by the teacher.**  **Teacher will use the anecdotal sheet to record observations that answer the questions on the observation sheet.** |

***Attachments*:**

**Pattern Block Puzzle**

**100’s chart**

**1/10 spinner**

**Count Down to Zero Anecdotal Record**

**Place Value mat**

**Race to a Flat (Spinning for a Flat) explanation**

**Countdown to Zero explanation**