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| **Math 4** |
| **Subject: Math****Unit: Number Sense: Representing Numbers** |
| **Learning Target:** Students willexplore and represent numbers by using Base Ten Blocks, drawings, as well as oral and written language.  |
| **Curriculum Outcomes:** **N01.04** Represent a given numeral using a place-value chart or diagrams.**NO1.07** Explain the meaning of each digit in a given four digit number**.**  |
| **Screencast Support:** S**creencast** -Representing Whole Numbers |
| **Resources/AT Tips:** **-Screencast** – Representing Whole Numbers-Number Basics AppHD:Users:lorna:Desktop:Screen Shot 2015-07-03 at 8.55.14 AM.png-iPads-Base ten blocks and place value chart-Straws and multilink cubes |
| **Lesson Procedure** | **21st Century Skills** |
| **I do:** **Activate Prior Knowledge*** Review numbers to 1000 and how to display them using base ten blocks.
* Demonstrate how to record numbers, sketching a cube to represent a 1000 block, straws, multilink cubes and so on.
* Using the Smartboard present a visual of a place value chart. With students, review the values represented by ones, tens, hundreds and thousands.
 |  find, validate remember, understand  collaborate, communicate  |
| **You do:*** Share with students the screencast, [**Representing Whole Numbers**](https://www.youtube.com/watch?v=gYR1j7TkGOs)**.**
* Model and review concepts presented in the screencast. Afterwards, discuss.
* Provide students with base ten blocks and place value mats. Set then up with a partner.
 |   collaborate, communicate analyze, synthesize critical thinking |
| **We do:** * Leveraging the learning, have partners take turns calling out numbers that both have to build: one using paper and pencil, the other using base ten blocks. Rotate tasks. Allow 15 minutes or so to do this.
* Use theapp, Number Basics. Together, students manipulate and build various numbers.
 |    collaborate, communicate analyze, synthesize critical thinking evaluate, leverage |
| **We share:*** Ask students to share their work. They take turns presenting their work with different partners. Teacher rotates, listens, and records. Offer assistance to those in need.
* Allow students to demonstrate their understanding using the Smartboard tools also.
 |  critical thinking evaluate, leverage create, publish citizenship |
| **Differentiation** |
| **Adaptations:** * Any student needing adaptations or support can work with numbers up 100, eliminating the thousands place value and others if needed.
* Replay the screencast as needed.
* When using the Pearson interactive math tools, minimize the base ten blocks used.
 | **Enrichment:** * Students ready for enrichment can investigate the **game ‘Name That Number** ’, demonstrating their comprehension of regrouping using base ten blocks.
* Allow these students to work with peers and assist if interested.
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| **Assessment:** Ask students to show the number 3245 in different ways. They record by drawing on paper **or** using the interactive tools on their iPad devices. They take turns presenting their work in partners and small groups. Teacher rotates, listens, and records.  |
| **Teacher Reflection:** Allowing the students to work together allows you to roam, listen and support the students. This further informs the direction of ones instructional strategies. |

Name Date

**Ga****me: Name That Number**

You will need Base Ten Blocks.

Use Base Ten Blocks to help you solve each problem.

I have 3 hundreds, 5 tens, and 7 ones. Who am I?

I have 9 hundreds, 1 ten, and 6 ones. Who am I?

I have 4 hundreds, no tens, and 1 one. Who am I? I am 623. How many hundreds do I have?

I have 6 hundreds, 14 tens, and 2 ones. Who am I?

I have 17 ones and 6 tens. Who am I?

* I have 13 ones. I am between 70 and 80. How many tens do I have?
* If I had 4 more tens, I would be 253. Who am I?
* I have 2 more tens than I do ones. I have 7 ones. Who am I?
* **Take It Further:** Make up some number problems of your own. Trade problems. The right to reproduce or modify this page is restricted to purchasing schools.
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