

Supporting Number Sense

Class: *Y4*

Lesson no. *16*

Date: *20.6.07*

Time: *12.30-1.00*

Vocabulary/language (review, new)

Cumulative review: ascending & descending order, century, decade, place value, numerals & digits

Modelled math fluency

(using 100's /1000's chart as visual: counting/patterns, forward/backward, on/back, before/after)

- 1. Review counting by 10's off decade, across century, forward then backward*
- 2. Discuss pattern and changes when counting by 100's: 100, 200, 300..... & 65, 165, 265...*

Games

O's & X's (automaticity: number & symbol ID, place value, doubles, + or - 10 etc.)

1. *Review fractions & decimals: $36\frac{5}{10}$ to 36.5 & $78\frac{42}{100}$ to 78.42*

2. *Game: $36\frac{5}{10}$, 36.5, $78\frac{42}{100}$, 78.42, $495 + 10$, $603 - 10$*

Guess the Number (comparing: > greater than, < less than) *800-1000 (student to run)*

Big number / little number (expanded notation & place value) *5683 (student to run)*

Concepts and Strategies (review, new, practice)

1. *Review mental addition & subtraction using the jump strategy, fingers as markers for 10's and 1's if needed: $59 + 36$ & $74 - 25$*

2. Split Strategy : *lesson 2*

- recall why this strategy is called the 'split' strategy*
- Introduce process when 1's add up to more than 10:*

$$\begin{aligned}47 + 28 &= 40 + 7 + 20 + 8 \\ &= 60 + 15 \\ &= 60 + 10 + 5 \\ &= 70 + 5 \\ &= 75\end{aligned}$$

Journal page

Record 'split' strategy using:

Groups 1 & 2: a variety of 2 digit + 2 digit, ones to add up to more than 10

Group 3: 3 digit+ 2 digit, ones to add up to more than 10

Talk back

Few students to share journal pages

Notes