

SD 38 K-12 Mathematics & Numeracy

Grades 2&3: Week Eight

Big Ideas: Number represents and describes quantity. We use patterns to represent identified regularities and to make generalizations.

Curricular Content: algebraic thinking - change in quantity to 20 and using pictures and symbols, one-step addition and subtraction equations with an unknown number

Curricular Competencies: use reasoning to explore and make connections, develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving, develop mental math strategies, communicate mathematical thinking in many ways, represent mathematical ideas in concrete, pictorial, and symbolic forms

Core Competencies focus: Communication, Creative Thinking

Teachers and Families: The following are five problems/tasks to choose from for this week, based on the above curricular areas of focus.

Find a collection 20 items and a small box, bowl or cup. Count the items and then hide some of them under a container. How many can you see? How many are under the container? What math story could you tell about what you did?
How can you present your math story using pictures, numbers, words and symbols?

Choose three of these equations to solve:
 $8 + \underline{\quad} = 15$, $38 + \underline{\quad} = 67$, $89 + \underline{\quad} = 156$, $212 + \underline{\quad} = 650$, $500 - \underline{\quad} = 192$, $811 - \underline{\quad} = 475$
Use items to move around, tallies, drawings or mental math strategies.
How will you record and share your thinking?

Create a math story in which the quantity (number of something) in the story grows or changes. What is the math sentence or equation that represents what happens in your math story? You could act your story out and take a picture or video yourself to share it or draw a picture.

Here is a Splat! problem to solve.
If there are 18 blue dots altogether,
how many dots are under the Splat?
Share how you solved this with a drawing or a video.



Numeracy Task:

What is the temperature outside each day? Write down the temperatures for three days in a row. How do the temperatures change from day to day? How could you describe these changes?

Record your findings with pictures, numbers and words.

Related Instructional Routine: Splat!

created by Steve Wyborney

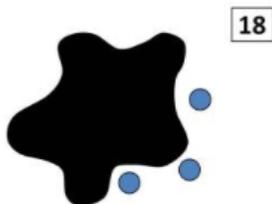
Steve Wyborney has created a digital instructional routine that focuses on algebraic thinking. For those of you that remember Math Their Way from the 1980s and 1990s, this is basically the “bears in the cave” task where you have a collection of counters (call them bears) and you cover some of them with a margarine tub and ask students to figure out how many bears are in the cave. It is solving for the unknown but in a playful, problem solving context that is accessible. In Splat! you first see a collection of blue dots and count how many there are. And then one or more black splats cover some dots and you need to figure out how many are being covered. Splat begins with quantities to 10 but grow in complexity with multiple splats (the same quantity under each splat) or different colours of splats (different quantities under each colour) and fraction splats.

Steve introduces the routine and provides free access to his slides here:
<https://stevewyborney.com/2017/02/splat/>

The slides are available in either Powerpoint or Google slides and include all the transitions and prompts.

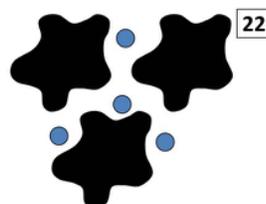
Splat Through 20

How many dots are under the Splat?



Multiple Splats

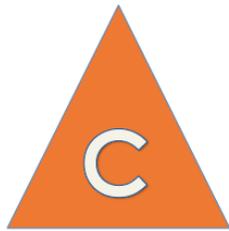
(Note: Splats that are the same color must cover the same number.)



Core Competencies

Reflection and Self-Assessment

As you think about math stories about how quantities change, we have asked you to think about how you will share and present your thinking. This is an important part of developing your competency in Communication.



Communication

How do you present and share your mathematical thinking and learning using different forms, such as pictures, numbers, words and symbols?

Share an example of how you can communicate your understanding of mathematics.

What is an area of communication in your mathematics learning that you would like improve? What could you do to work towards this?