

SD 38 K-12 Mathematics & Numeracy

Grades 6&7: Week Nine

Big Idea: Computational fluency develops from a strong sense of number.

Curricular Content: multiplication and division facts to 100, operating with greater numbers, operations with decimals, order of operations

Curricular Competencies: develop mental math strategies and abilities to make sense of quantities, develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving, engage in problem-solving experiences that are connected to place, story, community, and culture, communicate mathematical thinking in many ways, represent mathematical ideas in concrete, pictorial, and symbolic forms

Core Competencies focus: Communication

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

Write a math story that involves multiplying or dividing with numbers over 1000 or using decimal numbers.

Choose numbers that you cause you to think.

What problem will you pose as part of your math story? Share how you solved it.

The number/answer is 999. What could the math question be?

Think of ten or more different math questions/problems that have an answer of 999.

Use numbers and symbols and addition, subtraction, multiplication and division. Record all the questions on paper or using technology, considering order of operations.

How are the questions the same? How are they different?

Figure out three different sets of numbers that would make sense in this math story:

There were ____ birds on each branch of a tree. There were ____ branches on the tree. ____ birds flew away. Now there are 16 birds in the tree.

Use numbers that will cause you to think!

How can you show or record how you figured out your sets of numbers?

Choose three questions with numbers that seem just right for you:

$36 \div 3$, 4×18 , $98 \div 2$, 12×15 , $360 \div 9$, 32×45 , $240 \div 14$, 123×25 , 30×1.75 , 12×2.99

What different strategies can you use to solve these questions?

How can you show or record how you figured out the answers?

Numeracy Task:

At the market, a banana costs \$1.50, an apple is \$0.75, an orange is \$2, a watermelon is \$6 and a container of strawberries is \$5.

What different combinations of fruit can you buy for \$12?

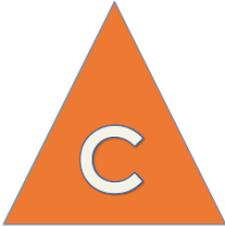
How will you know if you have found all the possible combinations?

How will you share your findings for this task?

Core Competencies

Reflection and Self-Assessment

As you think about number operations, problem-solving and posing, and math stories, 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.

 <p>Communication</p>	<p><i>How do you present and share your mathematical thinking and learning using different forms, such as pictures, numbers, words and symbols?</i></p>
<p>Share an example of how you can communicate your understanding of mathematics.</p>	
<p>What is an area of communication in your mathematics learning that you would like improve? What could you do to work towards this?</p>	