

SD 38 K-12 Mathematics & Numeracy

Grades 2&3: Week Twelve

Big Ideas: Number represents and describes quantity.

Computational fluency develops from a strong sense of number.

Curricular Content: counting, decomposing and representing quantities, addition and subtraction facts to 20, addition and subtraction to 100, 1000 (concept, process), introduction to multiplication and division

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: Positive Personal and Cultural Identity

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

Draw and write a math story for two of these questions:

$28 + \underline{\quad} = 33$ / $\underline{\quad} + 25 = 53$ / $75 + \underline{\quad} = 135$ / $450 + \underline{\quad} = 975$ / $4 \times 6 = \underline{\quad}$ / $5 \times \underline{\quad} = 35$

Choose numbers that stretch your thinking!

What problems will you pose as part of your math stories?

Choose three of these numbers: 25, 62, 89, 100, 142, 450, 871

What different ways can you represent the numbers?

Consider using symbols, pictures, ten frames, tally marks, coins, etc.

Choose a number that stretches your thinking: 25, 75, 99, 200

Find that quantity of items (rocks, seeds, books, blocks, toys).

What different ways can you count the items?

How can you show or record how you counted them?

Choose three questions that seem just right for you:

$46+7$, $52+9$, $69+24$, $98+37$, $147+72$, $489+99$, $532+278$

What different strategies can you use to solve these questions?

What strategy/method do you think is a strength of yours?

Numeracy Task:

There are 24 pieces of sidewalk chalk in a box. They need to be shared between four children. One child already has 3 pieces of chalk of their own. What are some different ways you could share the new box of sidewalk chalk?

Which way do you think is the most fair and why?

Use pictures, numbers and words to share your thinking.



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 your personal strengths and abilities. This is an important part of developing your Personal & Social competency.

 <p>Positive Personal and Cultural Identity</p>	<p><i>What are your personal strengths as a learner of mathematics?</i></p>
<p>Share an example of some mathematics you can do that shows a personal strength or ability that you have.</p>	
<p>What is an area of mathematics that is a "stretch" for you? What goals do you have to improve your abilities and competencies in that area?</p>	