

SD 38 K-12 Mathematics & Numeracy

Grades 3-5: Week Twelve

Big Ideas: Number represents and describes quantity.

Computational fluency develops from a strong sense of number.

Curricular Content: decomposing and representing quantities, addition and subtraction facts to 20, multiplication and division facts within 100, addition and subtraction to 1000 and with decimal numbers, fraction and decimal concepts

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:

$$75 + \underline{\quad} = 135 / 450 + \underline{\quad} = 975 / 951 - \underline{\quad} = 289 / 8 \times \underline{\quad} = 96 / 9 \times \underline{\quad} = 135$$

Choose numbers that stretch your thinking!

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

Choose three of these numbers: 450, 871, 9999, 2.50, 99.99, 123.456

What different ways can you represent the numbers?

Consider using symbols, pictures, words, coins/bills, etc.

Choose three fractions: $\frac{1}{2}$, $\frac{8}{10}$, $\frac{3}{4}$, $\frac{7}{8}$, $\frac{4}{3}$, $\frac{12}{10}$,

What different ways can you represent the fractions?

How can you order and compare the fractions?

Choose three questions that seem just right for you:

$$489+99, 532+278, 9275+385, 1.23+4.87, 6.54+3.29, 25.50+18.99, 99.99+4.235$$

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. A teacher bought four boxes to share with her 28 students.

What different ways could the students share the 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>	