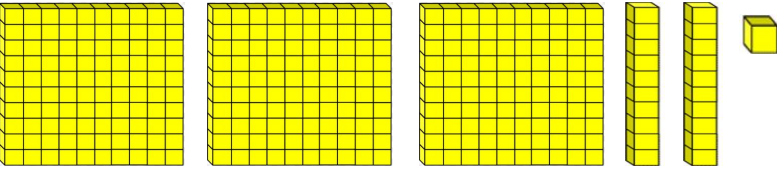
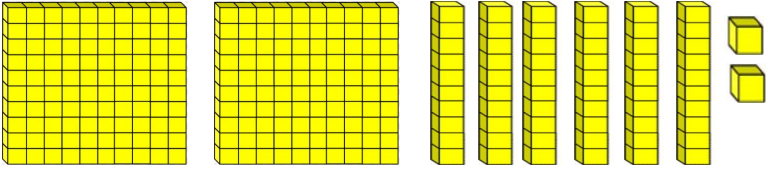
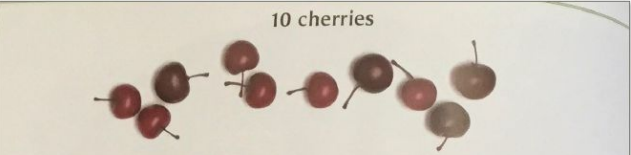
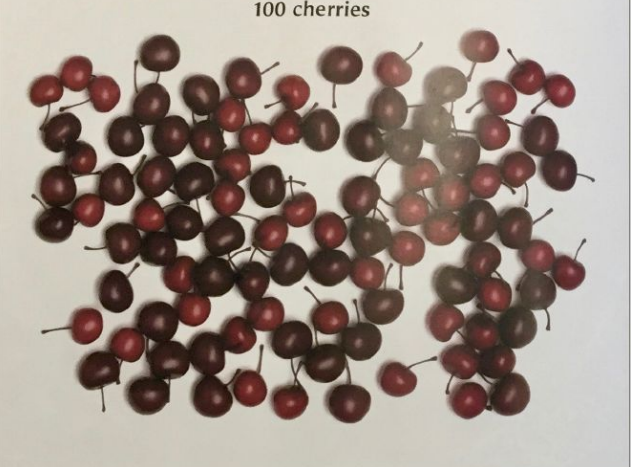


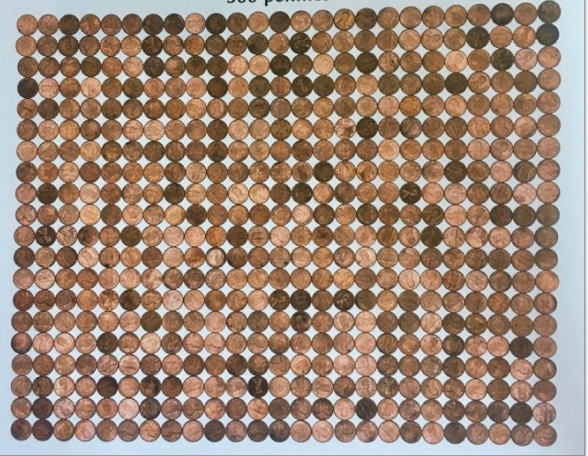
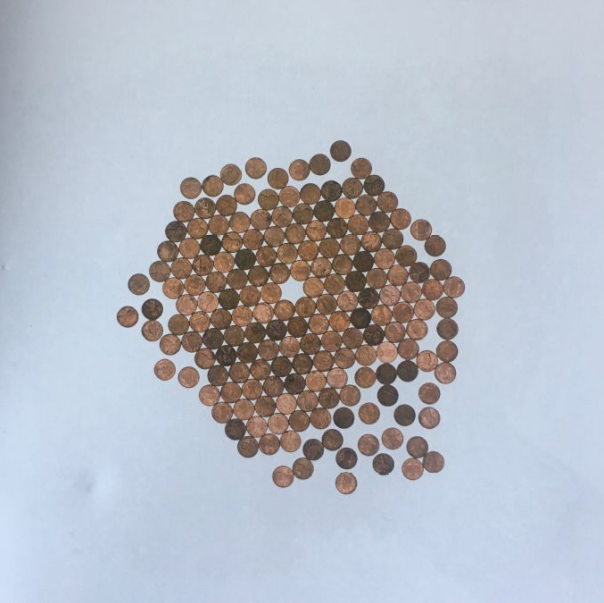


Number Sense 3+ INA Support Document

Content Covered: Number Concepts to 1000

These skills are foundational skills for students to develop as flexible thinkers. Students must be able to understand the value of number and how to decompose it to form flexible strategies to improve computational fluency.

Concepts	Questions	Instructional Strategies to help build students foundational skills
<p>Can students write numbers- <i>General Number Concept</i></p>	<p>1 and Performance Task 1</p>	<p>Incorporating ideas from the snap assessment really helps students develop a rounded understanding of number concepts. Follow the link to the snap assessment. https://snap.sd33.bc.ca/sites/snap.sd33.bc.ca/files/2019-02/Grade%203%20NS%20and%20Op.pdf</p>
<p>Place Value: - 100's, 10's and 1's</p> <p>Counting - Investigating place value based counting(e.g. counting by 10s, 100s)</p>	<p>2 and 3 Collaborative task</p>	<p>Number Talks:</p> <p>a. Number of the Day What are three different ways to represent the number 321 Possible Solutions: Three hundred twenty-one $300 + 20 + 1$</p>  <p>b. What number do the tiles represent?</p>  <p>Tell the students to think about what the different ways could be to represent this number. Then have the students either write on a white board or paper or share with the class the different way to write the number.</p> <p>Choral Counting: Click here for a summary of choral counting. Examples of Choral Counting and how to use it in your class.</p> <p>Counting with manipulatives: Use base ten and snap cubes to help students model their thinking. You can also use Base ten cards to help students build automaticity and think flexibly and build capacity with decomposition.</p>
<p>Place Value: - Understanding the relationship between digit places and their values, to 1000 (e.g., the digit 4 in 342 has the value of 40 or 4 tens)</p>	<p>4 and 6</p>	<p>Number String: Write the number 26 on the board. As students share their strategies annotate their thinking up on the board.</p> <ol style="list-style-type: none"> 1. Tell the students to add 1 to the previous total. What is the new total? Ask them to explain their thinking. 2. Tell the students to add 10 to the previous total. What is the new total? Ask them to explain their thinking. 3. Tell the students to add 30 to the previous total. What is the new total? Ask them to explain their thinking. 4. Tell the student to add 100 to the previous total. What is the new total? Ask them to explain their thinking. 5. Tell the student to add 200 to the previous total. What is the new total? Ask them to explain their thinking. 6. Tell the student to add 1000 to the previous total. What is the new total? Ask them to explain their thinking. <p><i>These are just suggested values. Adjust the values based on your class. You could also ask the students to subtract as well.</i></p>

<p>Numbers to 1000 can be arranged and recognized</p> <ul style="list-style-type: none"> - <i>Comparing and ordering numbers</i> 	<p>5</p>	<p>Clothesline Math</p> <ul style="list-style-type: none"> ii. Print out the attached cards for digits 0-1000 iii. Clothesline math explanation. <p>Place Value Visual</p> <p>Virtual Manipulatives: https://www.ictgames.com/mobilePage/arrowCards/index.html</p> <p>Place Value Tent Cards</p> <p>Pair the place value nesting cards with concrete manipulatives or have the students create visual representations or explore the decomposition of a number. Have the students use whiteboards to show their thinking.</p>
<p>Numbers to 1000 can be arranged and recognized</p> <ul style="list-style-type: none"> - <i>Comparing and ordering numbers</i> - <i>Estimating large quantities</i> 	<p>Performance task 2 (Marshmallows)</p>	<p>Estimation Strategies- Using referents ask the students to make an estimate that is reasonably too high and and an estimate that is reasonably too low. How many cherries are in the container? Modifications: You could add masses to the referents and the value to be estimated to encourage and develop proportional thinking skills. From Great Estimations by Bruce Goldstone</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>10 cherries</p>  <p>100 cherries</p> </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  <p>100 pennies</p>  <p>500 pennies</p> </div> <div style="width: 50%;">  </div> </div>