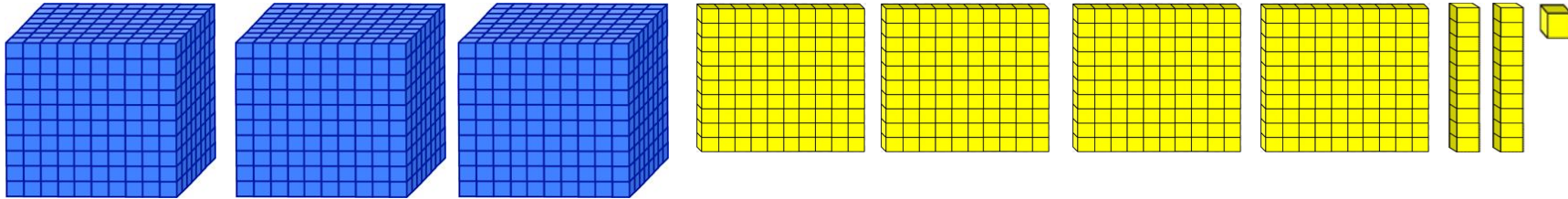
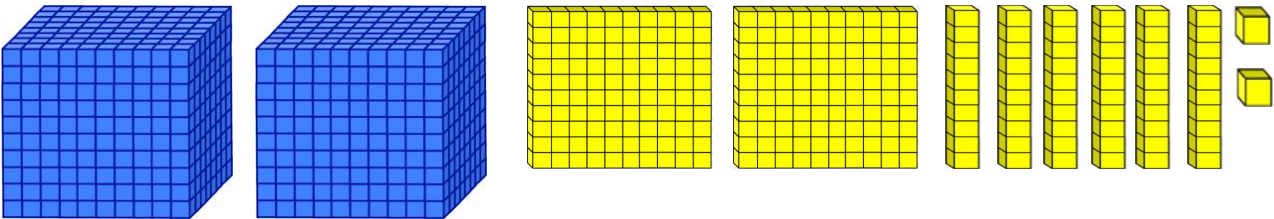



Number Sense 4+ INA Support Document

Content Covered: *Number Concepts to 10,000*
Decimals to Hundredths

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 and an overall sense of number.

Concepts	INA Questions	Instructional Strategies to help build students foundational skills	Tasks and Games
Can students write numbers- <i>General Number Concept</i>	1 and 4	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	
Counting- <i>Flexible counting strategies</i>	9	<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>	
Place Value: <i>10000's, 1000's, 100's, 10's and 1's</i>	6	<p>Number Talks: Number Talk Examples and Overview and Sherry Parrish Descriptive Video of Number Talks.</p> <p>a. Number of the day What are three different ways to represent the number 3421 Possible Solutions: Three thousand four hundred twenty-one $3000 + 400 + 20 + 1$</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>	
Place Value:	2, 8	<p>Number String: Write the number 26 on the board. As students share their strategies annotate their thinking up on the board.</p> <p>1. Tell the students to add 1 to the previous total. What is the new total? Ask them to explain their thinking.</p>	

<p><i>Understanding the relationship between digit places and their value, to 10,000</i> <i>Eg. (e.g., the digit 4 in 342 has the value of 40 or 4 tens)</i></p>		<ol style="list-style-type: none"> 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 2000 to the previous total. What is the new total? Ask them to explain their thinking. 6. Tell the student to add 10000 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 10,000 can be arranged and recognized. - <i>Estimating large quantities</i></p>	<p>5 Performance Task 1</p>	<p>Number Talks 9678 + 2542 What is your estimate of the sum? What is your strategy?</p> <p>Math Talk</p>  <table border="1"> <caption>Magazine Sales in Canada</caption> <thead> <tr> <th>Year</th> <th>Sales (Approximate)</th> </tr> </thead> <tbody> <tr><td>1929</td><td>500</td></tr> <tr><td>1933</td><td>1000</td></tr> <tr><td>1943</td><td>1500</td></tr> <tr><td>1954</td><td>2500</td></tr> <tr><td>1963</td><td>4500</td></tr> <tr><td>1973</td><td>8500</td></tr> <tr><td>1983</td><td>7500</td></tr> <tr><td>1992</td><td>8500</td></tr> <tr><td>2003</td><td>8000</td></tr> </tbody> </table> <ol style="list-style-type: none"> 1. What do you notice and wonder about this graph? 2. What is your estimate of the number of magazines sold since 1929? 3. What do you think magazine sales are like today? <p>Estimating 10000 has been used as an example change the values as you see fit. What does 10000 people look like? Use these images as referents What does 10000 (or other values) look like? What does 10000 sticky notes look like? How much space would they take up? What does 10000 loonies look like? Or money? Use these manipulatives to help visualize</p> <p>Estimating- Daily Overview Site is full of estimation challenges that target multiple mathematical concepts</p>	Year	Sales (Approximate)	1929	500	1933	1000	1943	1500	1954	2500	1963	4500	1973	8500	1983	7500	1992	8500	2003	8000	
Year	Sales (Approximate)																						
1929	500																						
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Ex.



Numbers to 10,000 can be arranged and recognized.
- *Comparing and ordering numbers*

3, 7

Clothesline Math

- ii. Print out the [attached cards](#) for digits 0-1000
- iii. [Clothesline math explanation](#).

Place Value Visual

Virtual Manipulatives: <https://www.ictgames.com/mobilePage/arrowCards/index.html>

Place Value Tent Cards

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.

Zoomable Number Line

Using this [interactive number line](#) students can see the different magnitudes of numbers.