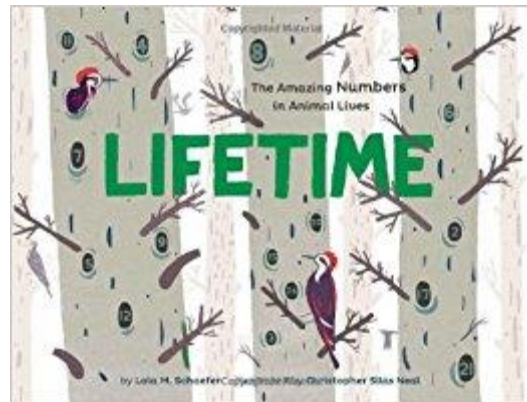


LEARNING INTENTION: I can picture numbers from the world around me.

Math Concepts: Number Sense, visualizing numbers

BIG MATH IDEAS:

- When we count a set we can count in many ways by 1's, 2's, 5's, 10's or 25's and some more. The answer is always the same !
- There are patterns in place value that are based on 10-ness
- We can compare and order big numbers like we do small ones.
- It's a good idea to estimate when we think about big numbers.
- It is important to be able to make connections to the real world when we imagine bigger numbers.



Introduction: Introduce numbers from the inside cover of the picture book *Lifetime* by Lola Schaefer. What might these numbers have to do with this story? Why might these numbers be on the opening and closing pages? What if I told you the title was *Lifetime*? *Any predictions.*

Explain that these numbers will be attributes of the *Amazing Numbers in Animals lives*. Build an open number line on the chalkboard and have students stick post-it numbers along the board.

Lesson: Read the book. Record numbers as you read each page. Noting that they are all multiples of 10. Why does our brain like counting by 10's? Concept of grouping by 10's-base ten language $50 = 5 \text{ tens and } 3$. Counting by groups and then how many are left over.

Co-Construct criteria: What math do I know in *Grade 3*? What math is waiting for me to learn?

Numbers in your lifetime are just as intriguing as these animals we have read about. There is so much math in the numbers around you and your world. Just as these animals lifetime can be calculated by how many times they perform one behavior, we can see and know math in our everyday lives too.

Activity: Choose a number from the front cover and build their number sense and flexibility using the number mat.

Self-assessment questions: How were you at choosing your 'just-right' number? Which sections were you able to fill out quickly? At what places was your thinking paused for a little longer? Did you come to understand that 'piece' of your number?

Closure: Use adding machine tape to visualize numbers on an open number-line. Project 2nd page of the *Lifetime* book and have students mark a number-line with their finger.

My Number Representations—Things I know about my number....

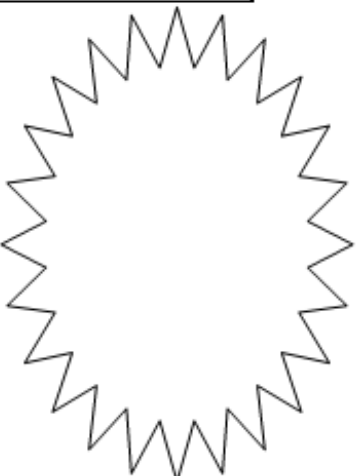
The number before my number is _____.

The number after my number is _____.

Can you share your number between 2 people?

Odd or Even ?

Show how you might divide/share it?



Base 10 Drawing

Label and show your number on a number line.



Where might you find / use your number in real life?

Show your number in parts

Name : _____

My Number Representations—Things I know about my number...

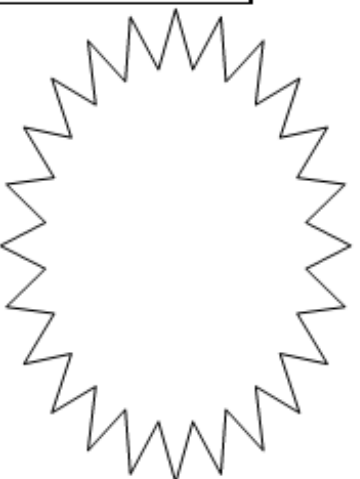
One less than my number _____

One more than my number _____

Can you share your number between 2 people?

Odd or Even ?

Show how you might divide/share it?



Two more than my number _____

Two less than my number _____

Base 10 Drawing

Label and show your number on a number line.



Where might you find / use your number in real life?

Show your number in parts

Name : _____