Title: **Shark Bait**   Three Act Task

link: https://gfletchy.com/shark-bait/

Big Idea: Number**:** counting and joining sets through 20
Curricular Competencies: modelling through acting out, using concrete materials, drawing
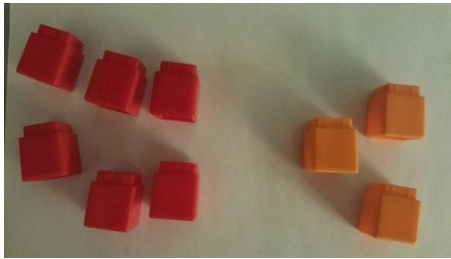pictures
Content: Benchmarks of 5,10,20
          Decomposing 20 into parts
           Whole class number talks; mental math strategies

Inclusion	Numeracy
For ALL	I can work collaboratively with another student to engage in a problem solving connected to a story.
For Some	I can write my story as an equation using numbers and symbols.
For a Few	I can model different ways to represent my thinking.

<u>Before</u>

        Number Talk: dot image   How many do you see? How do you see them?
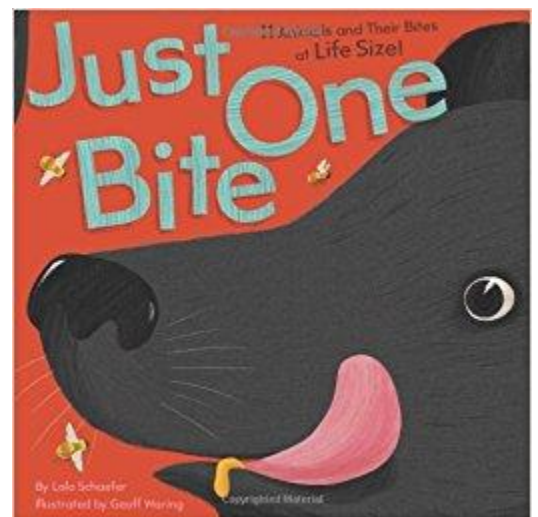

Setting the stage with the picture book:
          <u>Just One Bite</u> by Lola Schaefer
Story begins with how much an earthworm eats in just one
bite. See index for more info. on the common earthworm.
Interesting that Fletchy calls this 3 act task ~ Shark Bait.

During

ACT ONE:
Establishing a Need to Know**:** (view video 16 secs)
The worm compared to 1 unifix cube.

What did you notice?	What do you wonder?

Driving Question: How long is a worm?

Estimating:

Too high estimate	Too low estimate

ACT TWO:

What information would be useful to know for solving this problem?
What information do you know? What information do you need?
Numbers of colours used and how many colours.

Work at tables to represent length of worm with unifix, cm cubes or other blocks. Show your thinking in pictures numbers and words.
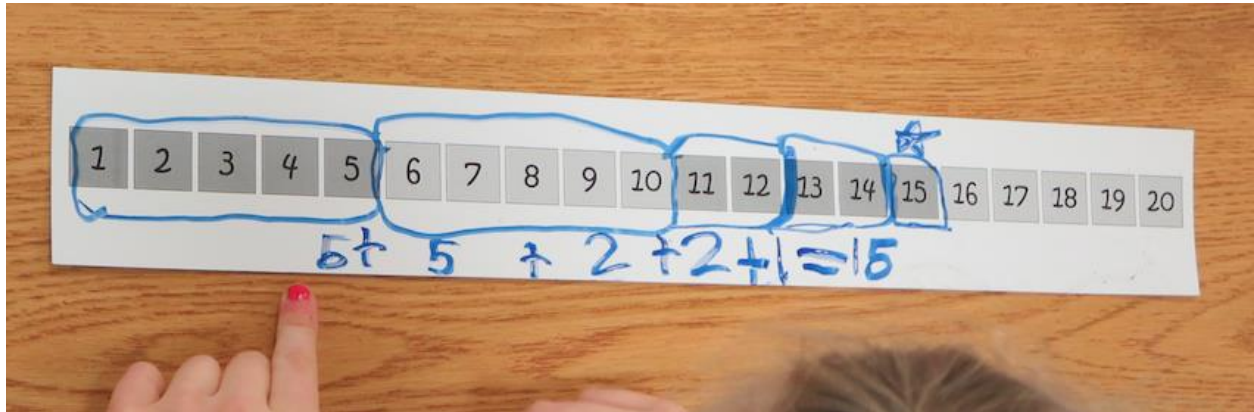
After

ACT THREE: video 31 secs and still image

Extensions

Draw a worm the length of 20 unifix using different colours. Why did Mr. Fletchy choose to group colours in 5's ? Refer to 5/10 benchmarks.

Represent thinking with a number path. Our number path goes to 20. How long was the worm?

Paying attention to spatial reasoning vocabulary:

> Which colour has the **greatest** number of unifix cubes represented?
> Move the red cube to the **opposite** side of the desk.
> Place the blue cube **between** the two red cubes.
> Add blue cubes so the number is the **exact** amount of the red cubes.
> Move the green cube so it is **across from** the blue cubes.
> Place the green cube on the **edge** of the desk.
> See this group of cubes. Which cube is on the **edge**?