

# Making Statements using a Base Number

FOCUSING ON NUMBERS BY CELEBRATING A NUMBER OF THE WEEK

## ESSENTIAL QUESTION

# What do I know about the number of the week?

### WHAT ARE WE LEARNING?

- Counting on and counting back strategies.
- Partitioning whole numbers.
- To recognise odd and even numbers.

### TRY THIS WITH

- Years 1-3
- Students who have an interest in numbers.
- Students who love number puzzles.

## FIND

- Identify
- Match
- Listen
- Observe
- Give examples
- Name

Warm up by playing a game of buzz.  
 Revise place value.  
 Select three cards (with numbers 1-9 on them) one at a time.  
 Draw each card and ask students to decide which 'place' to put the number in and record this on mini whiteboards.  
 Try to make the biggest number possible.  
 Share the numbers they have made by saying them out loud to the class or a partner.  
 How many tens do you have? What is one more than your number?  
 Read the Rosie to the Rescue book.  
 Count how many cows can be seen in the book.  
 Use a tally chart to record this number.

## APPLY

- Associate
- Discover
- Relate
- Identify
- Show
- Solve

Allocate students a number (one, two or three digits according to their ability level).  
 Encourage students to complete tasks relating to these numbers.  
 Tasks include:

- Finding the number (or digits within the number) in different places such as clocks, calendars, magazines or around the school
- Making the number with playdough, counters or blocks
- Representing the number using cuisenaire rods, unifix cubes or an abacus
- Finding something that connects to the number and taking a photo (e.g. three school bags or a calendar has 365 days of the year)
- Making number sentences or solving equations using the number photos
- Display on a class wall.

## PRODUCE

- Compare
- Change
- Think
- Solve
- Prove
- Choose

Challenge students with the Squares of Circles activity.  
 Complete the Number of the Week activity.  
 Provide a hundred square as support where necessary. It might be that younger students answer fewer questions or contribute to a single class sheet by finding the answers that match their ability level.  
 Share the answers with a buddy.  
 Older students can check their work by choosing an appropriate strategy or equipment to help.  
 Finish with a game of Guess my Number.  
 Give the students a series of clues until they guess the number e.g. "I am between 5 and 10", "I am an even number", "I come after 10 but before twenty".  
 Create a dubsmash using the photos taken earlier.



## SUCCESS CRITERIA

Students can check they have successfully completed the challenge by:

- Identifying relevant equipment or resources to help them find the answers.
- Checking the accuracy of their work using an appropriate strategy.
- Choosing the right operation to work out the answers.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Coherence Inclusion	Innovation, inquiry and curiosity Excellence Integrity	Thinking Managing self Using language, symbols and texts	Mathematics and Statistics English	Plus Minus Even Odd	Sequencing Number Identification Whole Numbers Explain Counting and Grouping Strategies