

# 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

## FIND

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

Warm up by playing a version of buzz. Count round in a circle 'buzzing' instead of saying even numbers or odd numbers. 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. The idea is 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?

## APPLY

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

Allocate students a number. One, two or three digits according to their ability level.

Explain that they are going to complete tasks relating to these numbers.

Tasks could 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, 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 schoolbags or a calendar has 365 days of the year)
- Making number sentences or solving equations using the number

## PRODUCE

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

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 Who am I? 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".

## 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	RESOURCES REQUIRED
Coherence Inclusion	Innovation, inquiry and curiosity Excellence Integrity	Thinking Managing self Using language, symbols and texts	Mathematics and Statistics English	Plus Minus Even Odd	Number of the Week activity