**I can represent and partition numbers to 100**

***Number of the Day Activity 4***

**Step 1- Write the above I can statement in your learning target section of your board**

**Step 2- Have students go to your meeting spot or desks (depending on where you want to teach from).**

**Step 3- Have the helper of the day find the number of the day for the 100’s chart OR have them choose a number from the 100’s chart to represent.**

**Step 4- Have the helper of the day get the white boards. I have my students sit in rows at the meeting spot and the people at the end of the row grabs enough white boards for everyone in their rows and they pass them down the row.**

**Step 5- Ask students to represent their number expressions to start. Some students will do this quickly others not so quickly. As they finish (they hold up their white boards) remind them to fix mistakes if they are incorrect.**

**Step 6- Have students use ten frames, tallies, coins, base 10, or pictures to represent their number expression**

**Step 7- Have students write another number expression and use ten frames, tallies, base 10, coins or pictures to represent that number expression (repeat until all students are finished)**

**Step 8- Using the anecdotal sheet below and the question keep track of who can complete the activity.**

**Step 8- When students have ALL finished representing using ten frames have them share their work with a partner.**

**Anecdotal Records**

Can students represent the number of the day using number expressions? Was the total accurate? Could they represent the expression using one of these ten frames, tallies, base 10, coins or a picture?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Observation Check List**

|  |  |  |  |
| --- | --- | --- | --- |
| Student  Names | Represented number using a number expression | Total was accurate | Could represent their number expression using one:  Ten frames, tallies, coins, base 10, or a picture |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |