

Competency	Activity	Evidence	Activity	Evidence
Develop mental math strategies and abilities to make sense of quantities	<p>Quick Images (McCoy, Barentt, & Combs, 2013)</p> <ul style="list-style-type: none"> - Number Talk Images - http://ntimages.weebly.com/ - Splat - https://stevevyborney.com/2017/02/splat/ - Teacher shares an image on the board - Students determine how many are in the image 	<ul style="list-style-type: none"> - Explains the patterns they see - Subitizes - Uses words to explain how they saw the image - Recreates on white board or with manipulatives - 	<p>Number lines (McCoy, Barentt, & Combs, 2013)</p> <ul style="list-style-type: none"> - Students use a variety of open and closed number lines to compare and order numbers - May be done on white boards, paper or as a human number line - Number clothesline activities may also work - Give students a set of numbers to order and place correctly 	<ul style="list-style-type: none"> - Numbers are correctly placed in relation to each other - Chooses appropriate start and end points - Uses words to explain their thinking - Adapts to different number lines - When working as a human number line students work cooperatively, and all have a voice

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Use mathematical vocabulary and language to contribute to mathematical discussions	Daily number corner activities. <ul style="list-style-type: none"> - Pattern based discussions - 15-minute daily activity - Part of our math routines - Oral routine - Discuss the daily and monthly patterns https://www.mathlearningcenter.org/number-corner	<ul style="list-style-type: none"> - Students use the math vocabulary we are practicing - Connecting to and building off ideas shared by other students 	Cupcake Problem (see attached lesson plan) Three act tasks	<ul style="list-style-type: none"> - Listening to discussion - Students clearly share thinking - Make connections to other things we are working

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Represent mathematical ideas in concrete , pictorial , and symbolic forms	Today's Number (McCoy, Barentt, & Combs, 2013) <ul style="list-style-type: none"> - Teacher posts a number of the day on the board - Students represent the number in as many ways as they can - Students use manipulatives, words, numbers, and drawings to represent the numbers 	<ul style="list-style-type: none"> - Uses a variety of tools to show the number - Compose and decompose numbers - Uses fact families - Draws diagrams - Builds using manipulatives in student math toolboxes - Gives real world examples - Explains or shares thinking on the board 	Your place or mine (Felling, Felling, Currah, & MacDonald, 2018) <ul style="list-style-type: none"> - Students arrange cards to make 3–5-digit numbers or decimal numbers - Work with a partner to make the greatest and least numbers possible using their cards 	<ul style="list-style-type: none"> - Can make the smallest and largest numbers using cards - Recognizes concepts of greater / less - Explains thinking clearly to teacher and partner

Bibliography

- Felling, J., Felling, J., Currah, J., & MacDonald, C. (2018). *All Hands On Deck: Math Games Using Cards & Dice*. Edmonton, Alberta, Canada: Box Cars and One Eyed Jacks.
- McCoy, A., Barentt, J., & Combs, E. (2013). *High-Yield Routines*. Reston, Virginia: National Council of Teachers of Mathematics.