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| Grade 2 | Winding Game |
| Common Core Standard | 2.NBT.8 - Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number |
| 1. Shared event: What might be the introduction to the task and description of the task the students will be experiencing? | <ul style="list-style-type: none"> ● Option 1: 100 More and 100 Less-Ten chairs in a circle with numbers on them 0-90. First student selects a number card from 300-700 by tens, without showing anyone else. S/he walks around the chairs silently and rings a bell every time they pass the 0 chair. The student sits down on their number chair. The second student selects a card that is a multiple of 100 +/-; 200 +/- or 300 +/- and will walk clockwise or counter-clockwise according to their card. They start at the first student seat and count up according to the number on their card. Students watching may have whiteboards & markers; paper and pencil to keep track and record thinking. Students record student 1's stopping point, student 2's winding trip and the final winding number. ● Option 2 - Students will record the "winding number" and the number that is 100 more and the number that is 100 less on a t-chart provided by the teacher. Students will walk around the chairs and check/model their answer. ● For both options, students will have access to flats, rods, open number lines, scrap paper, whiteboard to use if needed or wanted. |
| 2. Picture or model: What types of pictures might you see? | Students may draw pictures of the chairs, chosen math materials, student walking around the chairs, recording sheet |
| 3. People-talk: What do we think students are going to say about the shared experience? | Students may write <ul style="list-style-type: none"> ● We counted ● We rang a bell at each 100 ● Ten chairs ● Walked around chairs ● Picked a number ● We made hundred more and hundred less; made multiples of 100 . ● We counted by hundreds. |
| 4. Feature-talk: What terms, ideas, comments, do you think the students will bring out and what are the mathematical ideas you hope to flush out? | Count hundreds, tens, ones, hundred more, hundred less, patterns of counting by 100 starting at any number, forward, backward |
| 5. Symbolic representation: What are some possible symbolic representations that may result from the feature talk? | Number Sentence - Example: $520 + 100 = 620$ or $520 - 100 = 420$ Drawing hundreds, tens and ones to represent starting number and adding another hundred. Counting Sequence by hundred to the starting number: Example: 100, 200, 300, 400, 500, 10, 20, =520 $5 \text{ hundreds} + 2 \text{ tens} + 1 \text{ hundred} = 521$ |
| Materials needed: Paper, pencil, clipboards, white boards/markers 10 Chairs with Numbers on them 0-90 Number cards Cards with +100, -100, etc... multiples of 100 Bell/Signal T-chart worksheet | |

Flats, rods and cubes

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