

Part Two (if time allows):

- Have students take a step forward get time the statement applies to them:
  - Take a step forward if your number is divisible by two, Take a step forward if your number is an odd number, etc.

**Lesson Application.** (aka ‘Hands on’) (15-20 min)

- *Guided Practice:* the teacher will help students explore the many ways they can represent whole numbers
- The teacher will take the number 10 and will create a “*mind map*” with the students showing the different ways the students can represent this number (ex. written: “ten”, visually: ten pictures of an image, mathematically:  $5+5$ ,  $5 \times 2$ , etc.)
- *Student Directed Practice:* in groups of 4, students will use chart paper to write down as many examples as they can to represent the following four numbers written on the board (42, 100, 1200, 80,000)
- The groups will present their representations for one of the numbers.
- The teacher will choose a winner based on which group has the most representations for the numbers

**Lesson Conclusion.** (aka ‘Connections’)

- *Exit Ticket:* students will write down on cue card one thing they liked and one thing they didn’t like about the lesson

**Defend this lesson! In a sentence or two, state why you should teach this lesson to students.**

This lesson is a nice way to introduce whole numbers to students. It also has an element of creativity as the students will need to find different ways to represent numbers. There are also some hands-on methods for the students and also activities that will get them out of their seats, moving around! Overall the lesson has some “cool” math concepts combined with fun activities!

