Minilesson: Counting Around the Circle (10–15 minutes)

☀ Conduct a minilesson designed to further support children's understanding of place value.

Have the children sit in a circle in the meeting area. Ask one child to choose a number between 310 and 320. [Note: these numbers have been chosen to ensure that a three-digit number without a 0 in the ones column will be used at the start and to allow you to go around the circle at least once. If you have a larger class you can change the numbers.] Write the number at the top of a large sheet of chart paper. Go around the circle having each child subtract 10 from the previous number. Record the results on the chart paper. For example, if a child chooses 313, you would record 303, 293, 283, 273, 263, etc. Discuss the pattern (the number of groups of ten decreases by one each time). Ask: Will this always happen? Try a few more numbers. For example, start with 315 or 318, or choose a number between 300 and 400, and go around the circle subtracting ten repeatedly, as before. Ask why the pattern is occurring.

Behind the Numbers

This minilesson was designed to support the development of an understanding of place value. Discuss how the pattern continues for numbers greater than 300 or 200—for example, 313, 303, and 293. Help the children notice that the pattern is continuing (the number of tens continues to decrease by one each time, while the number of ones stays the same). Do *not* focus on the columns and ask: How many hundreds, how many tens? Thinking of 103 as just 1 hundred, 0 tens, and 3 ones obscures the decreasing tens pattern. As you did on Day Three, establish that 1 hundred has 10 tens, so 1 hundred and 0 tens makes 10 tens. Continue to develop the idea of equivalence: that 123 can be thought of as 12 tens and 3 ones, and also as 1 hundred, 2 tens, and 3 ones.

▤ Assessment Tips

Notice today the children's responses to the count-around. Which children were confident and did not need to count backward or use their fingers? Which made use of the decreasing pattern? You might find it helpful to use the landscape of learning graphic on page 11 as a way to record individual children's growth and development. Make copies of the graphic, one for each child, and record growth and pathways by shading in the landmarks as children pass them.

Developing the Context

☀ Introduce the context of storage boxes containing 100 T-shirts and explain that children now need to determine how many boxes they will need for each size of T-shirt.

Explain to children that today the T-shirt companies will organize their warehouses. Cardboard boxes will be used for storage. Each box holds 100 T-shirts. Elicit that this means each box holds ten rolls. Ask children to return to their groups with their posters and envelopes from Day Three and determine how many boxes they will need for each size of T-shirt. Ask them to make notes on drawing paper and attach them to the back of the posters as well. A congress will not be held on this work as it should be sufficient for group members (since there are four) to support and check each other's work.