

Preliminary Planning Sheet

Grade 4 – A Million Pop Tops

Domain(s)

Number and Operations in Base Ten¹, Number and Operations in Base Ten¹

Standard(s)

4.NBT.A.1, 4.NBT.A.2

Mathematical Practices

MP.1 MP.3 MP.4 MP.6

Major Underlying Mathematical Concepts

- Base-10 place value system
- Number sense to 823,568

Problem Solving Strategies

- Model (manipulatives)
- Diagram/Key
- Chart
- Number line

Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Chart
- Number line
- Base-10 blocks
- Equality/Inequality
- Place value
- Greater than (>)/Less than (<)
- Equivalent/Equal to)
- Expanded notation
- Additive
- Per
- Odd/Even
- Property
- Ones, tens, hundreds, thousands, millions

Possible Solution(s)

Year 1: $262,186 < 262,453$

Year 2: $313,097 > 313,005$

Year 3: $245,215 < 248,110$

No, neither school has met its goal of one million pop tops.

School	Year 1 Pop Tops	Year 2 Pop Tops	Year 3 Pop Tops
Lincoln	262,186	313,097	245,215
Washington	262,453	313,005	248,110

$\begin{array}{r} 262,186 \\ 313,097 \\ + 245,215 \\ \hline 820,498 \end{array}$	$\begin{array}{r} 262,453 \\ 313,005 \\ + 248,110 \\ \hline 823,568 \end{array}$
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Year 1: $262,186 < 262,453$

Year 2: $313,097 > 313,005$

Year 3: $245,215 < 248,110$

Possible Connections

Below are some examples of mathematical connections. Your students may discover some that are not on this list.

- Together the 2 schools have 1,644,066 pop tops which is > 1 million.
- Washington School has collected 3,070 more pop tops than Lincoln School.
- Both schools collect the most pop tops in year 2.
- Both schools collect the least pop tops in year 3.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.