



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Terry Fox in Numbers

Learning Goal: Students will show their understanding of numbers related to Terry Fox, by representing them in base ten blocks, place value and words.

Materials/Media:

- Appendix A: Gr. 1 Terry Fox in Numbers (base ten or words and ordering)
- Appendix B: Gr. 2 Terry Fox in Numbers (base ten, words and ordering)
- Appendix C: Gr. 3 Terry Fox in Numbers (base ten, place value, words, ordering)
- Appendix D: Gr. 1 Numbers About Me
- Appendix E: Gr. 2 Numbers About Me
- Appendix F: Gr. 3 Numbers About Me
- Number chart and number words
- Base ten blocks

Instructions:

1. Review / show students how to represent numbers using base ten blocks and words. Review that a dot is called a unit, which is used to represent 1 and a rod is a stick that represents 10. Encourage students to use a number word chart for correct spelling and base ten blocks in order to help them represent numbers.
2. Ask students to share numbers that relate to them, (ie/ age, shoe size, number of pets, etc.) and model how to represent them in pictures, base ten blocks and words.
3. Distribute appropriate Appendix A, B or C: Terry Fox in Numbers to each student (or pair of students). Read through each of the numbers, explaining how each one relates to Terry Fox.

Extension: Hand out appropriate Appendix D, E or F: Numbers About Me and have students complete their own numbers poster. Have students compose and decompose numbers.

Assessment: Assess students' accuracy of representing numbers in pictures, base ten blocks and/or words.

Curriculum Expectations:

Number Sense and Numeration

- Represent, compare, and order whole numbers to 50 (gr. 1), 100 (gr. 2), 1000 (gr. 3) using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories).
- Read and print in words, whole numbers to 10 (gr. 1), 20 (gr. 2), 100 (gr. 3) using meaningful contexts (e.g., storybooks, posters).

Appendix A: Gr. 1 Terry Fox in Numbers

Base Ten: . unit (1) | rod (10)

Number	Show base ten	Words
14 # of schools named after Terry	f <u>o</u> u <u>r</u> teen
3 # of siblings Terry has (2 brothers and 1 sister)		_____
22 Age when Terry finished his Marathon of Hope		twenty - _____
18 Age when Terry got cancer		_____een
9 # of shoes worn during Marathon of Hope		_____
42 average number of kilometres ran each day		forty - _____

Order the numbers from least to greatest:


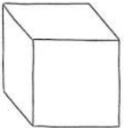
_____, _____, _____, _____, _____, _____


Appendix B: Gr. 2 Terry Fox in Numbers

Base Ten: • unit (1) | rod (10)

Number	Show base ten	Words
3 # of siblings Terry has (2 brothers and 1 sister)	• • •	three
14 # of schools named after Terry		
9 # of shoes worn during Marathon of Hope (8 on left foot and 1 on artificial right foot)		
7 month Terry was born		
32 # of Canadian roads or streets named after Terry		

Appendix C: Gr. 3 Terry Fox in Numbers

Base Ten: • unit (1),  rod (10),  flat (100),  cube (1000)

Number	Base Ten	Place Value	Words						
14 # of schools named after Terry	 • • • •	<table border="0"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td>1</td> <td>4</td> </tr> </table>	hundreds	tens	ones		1	4	fourteen
hundreds	tens	ones							
	1	4							
9 # of shoes worn during Marathon of Hope		<table border="0"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							
32 # of Canadian roads or streets named after Terry		<table border="0"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							
101 Number of days Terry ran to train for his Marathon of Hope		<table border="0"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							

Appendix D: Gr. 1 Numbers About Me

Base Ten: • unit (1) | rod (10)

Number	Show base ten	Words
14 # of schools named after Terry	f <u>o</u> u <u>r</u> teen
<u> </u> # of siblings I have		
<u> </u> my age in years		
<u> </u> # of pets I have or want to have		
<u> </u> # of the month I was born		

Order the numbers from least to greatest:

_____ / _____ / _____ / _____ / _____

Appendix E: Gr. 2 Numbers About Me

Base Ten: • unit (1) | rod (10)

Number	Show base ten	Words
<p>3</p> <p># of siblings Terry has (2 brothers and 1 sister)</p>	<p>• • •</p>	<p>three</p>
<p>_____</p> <p>my age in years</p>		
<p>_____</p> <p># of the day I was born</p>		
<p>_____</p> <p># of stuffies I have</p>		
<p>_____</p> <p>my favourite number</p>		

Appendix F: Gr. 3 Numbers About Me



cube (1000)



flat (100),



rod (10),

Base Ten: • unit (1),

Number	Base Ten	Place Value	Words						
14 # of schools named after Terry		<table border="1"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td>1</td> <td>4</td> <td></td> </tr> </table>	hundreds	tens	ones	1	4		fourteen
hundreds	tens	ones							
1	4								
<u> </u> # of the day I was born		<table border="1"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							
<u> </u> # of classroom		<table border="1"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							
<u> </u> # of students in my class		<table border="1"> <tr> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	hundreds	tens	ones				
hundreds	tens	ones							

Base Ten: • unit (1), | rod (10),



flat (100),



cube (1000)

Number	Base Ten	Place Value	Words
		<u>hundreds</u> <u>tens</u> <u>ones</u>	
		<u>hundreds</u> <u>tens</u> <u>ones</u>	
		<u>hundreds</u> <u>tens</u> <u>ones</u>	
Bonus: ____ year I was born		<u>1000's</u> <u>100's</u> <u>10's</u> <u>1's</u>	

Order the numbers from greatest to least:

____ / ____ / ____ / ____ / ____ / ____ / ____ / ____ / ____ / ____ /

____ / ____ / ____ / ____ /