## Grade 4 SNAP Number Sense

## Draw To Represent The Value Of The Number

## Number Sense Rubric: Proficient

- Pictures are clearly communicated and represent the value of the number
- Accurate



## Note:

- Students do not have to draw the value of the number in Base Ten. If they choose to make their own symbols, they need to include key or legend to show the value of each symbol. This key/legend can serve as their written explanation.
Goal:
- Students should represent the four-digit number using symbols and clearly show the strategy they used to create their picture.


## Grade 4 SNAP Number Sense

## Write The Number In Expanded Form

Number Sense Rubric: Proficient

- Accurately demonstrates the value of each digit


Write the number
in expanded form (5125):
$5,000+100+20+5$

Notes:

- Students usually show expanded for using an addition expression, but words are acceptable as well
- Students must show each place value separately (they can't be combined)
Goal:
- Students should accurately express a number as the sum of the place values of its digits


## Grade 4 SNAP Number Sense

## Create 3 Equations That Equal The Number

Number Sense Rubric: Proficient

- Accurately uses grade appropriate operations in all three equations


Create 3 equations
that equal the
number (5125):

Create 3 equations that equal the number (4286):


```
3,000T 1,286=4,86
```

$6,000-2000+286=4286$
$(2 \times 2000)+286=4286$

Notes:

- In Grade 4, students should be able to add, subtract, multiply, and divide, so "grade appropriate" responses should include a variety of these operations (but not necessarily all of them).
- Adding numbers into empty place values (e.g. 4000+172=4172) is not grade appropriate, nor is adding 1 or 0 to a number (e.g. 4171+1=4172 or 4172+0=4172).
- The line between "grade appropriate" and "not" can be subjective. Use your understanding of the curriculum and your professional judgement to make that call.
Goal:
- Encourage students to find equations that challenge them, but are accurate


## Write a Real-Life Example

## Number Sense Rubric: Proficient

- Connection to a real-life example is provided
- Demonstrates understanding of the number value


## Grade 4 SNAP Number Sense

Write a real-life example that shows the value of the number:
$5 / 25$ perces - fapaper in a tad stack of paper

Write a real-life example that shows the value of the number: thereare2840 childreh in playland.

Write a real-life example that shows the value of the number:
There were 3,282 people at the hockey gome. In the intermissip 1836 peope came
to the game. Thet meent 5, 125 people
were

## Note:

- Picture books, number talks, collaborative problem solving, and high-yield routines like "Clothesline Math" can help students conceptualize large numbers and give them examples of where they can be found in the world around us
Goal:
- Students should show that they have a general understanding of the value of a number in the thousands.


## Grade 4 SNAP Number Sense

## Counting Forward and Backwards

## Number Sense Rubric: Proficient

- Complete and accurate


Count
backward
by (4) from
the
number.


Notes:

- One minor error in this section does not necessarily mean that a student can't be "Proficient". Check for place value understanding and a reasonable ability to add/subtract numbers and score according to your judgement.


## Goal:

- Students should be able to count forward and backward by any single-digit number or simple two- or three-digit number from a variety of starting points.


## Grade 4 SNAP Number Sense

## Number Line

## Number Sense Rubric: Proficient

- Correct estimate of placement of number on provided number line with at least three benchmarks and appropriate endpoints.



## Note:

- In Grades 2-5, endpoints should be provided by the teacher (in this case, 0 and 10000)
Goal:
- Using a ruler or other measurement tool can help students to be accurate with the even spacing of their benchmarks and the placement of their number


## Grade 4 SNAP Number Sense

Reflect


## Reflection

## Number Sense Rubric: Proficient

- With sentence frames and structure, student can proficiently reflect on their learning


Reflect

```
Counting down by 4s. Was hard and Imade
```

Goal:

- Identify and articulate strengths, stretches, and/or goals related to the content and competencies explored in the SNAP
Notes:
- It's important to model and teach effective reflection skills, or students will often default to "It was all easy" or "It was all hard"
- Clear expectations like, "Give me one strength, one stretch, and one goal" will lead to more insightful, reflective responses
- You can find reflection sentence stems in Connecting and Reflecting Resources

