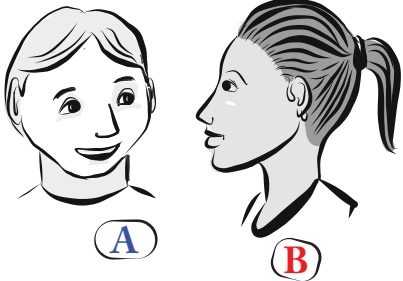





## Information Gap: Numbers in Many Ways

Use these cards to facilitate an **Information Gap Activity**. Follow the instructions to guide your students in a meaningful discussion about shape attributes. Model how to partake in the activity prior to having students work with partners.

### Teacher Directions:

1. Cut up the Information Gap cards and put them into sets of A and B cards. Place each set in a baggie. Each partnership will get two bags.
2. Project the protocol below on the whiteboard for students to reference during the activity.

	<p><b>Read, then think aloud:</b> <b>Partner A</b> reads the problem card silently and thinks aloud about what information is needed. <b>Partner B</b> reads the data card.</p> <p>I need to know _____ to find the answer.</p>
	<p><b>Question 1:</b> <b>Partner B</b> asks, “What information do you need?” <b>Partner A</b> asks <b>Partner B</b> for information.</p> <p>Do you know _____?</p>
	<p><b>Question 2:</b> When <b>Partner A</b> asks for specific information, <b>Partner B</b> should ask, “Why do you need that information?” before sharing the information from their data card.</p> <p>I need that information because _____.</p>
	<p><b>Explanations:</b> <b>Partner A</b> explains how the information will be used to solve the problem. <b>Partner B</b> helps and asks for explanations, even if they understand what <b>Partner A</b> is doing.</p> <p>Now that I know _____,</p> <p>I think the answer is _____.</p>

Have students repeat the process above, switching roles (Partner A becomes Partner B and vice versa).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use the example cards below to model how to participate in the Information Gap activity.

**Example 1 - Partner A**

What number form am I?

I am a number with each digit in its  
\_\_\_\_\_.

**Example 1 - Partner B**

**place value**

**1 - Partner A**

What number form am I?

I am a number  
\_\_\_\_\_   
into its ones, tens, hundreds,  
and thousands.

**1 - Partner B**

**broken down**

**2 - Partner A**

What number is missing?

\_\_\_\_\_ + 80 + 6

**2 - Partner B**

**986**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**3 - Partner A**

What number form am I?

I am the \_\_\_\_\_ written in words.

**3 - Partner B**

**number**

**4 - Partner A**

What vocabulary word am I?

I am the \_\_\_\_\_ of the digit  
depending on its place  
in a number.

**4 - Partner B**

**value**

**5 - Partner A**

What is the number in  
expanded form?

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**5 - Partner B**

**568**

**6 - Partner A**

What is the number in  
base-ten numerals?

\_\_\_\_\_

**6 - Partner B**

**four hundred eleven**