	Common Language	Elaborate	Evaluate
3. Sensing	**Arrays** A set of objects or numbers arranged in order, often in rows and columns. **Algorithm** A formal way of setting out a step-by-step mathematical procedure. E.g. Addition. **Conceptualized** Different ways of formulating an answer – e.g. 6x14 = 6x10 + 6x4 or 6x14 = 3x14 x 2. **Computation** The procedure of calculating. **Notation** To write numbers in words. E.g. 60 = 6 tens. **Composite Numbers** A number with more than 2 factors (factor = a whole number that divides exactly into another whole number.) **Cartesian (product idea)** A systematic list to determine all possible options using a graphic organiser.	**Higher Order Questions:** **Double Trouble** How effective is this strategy? Do you believe this is a good strategy? What are some of the problems of this method? **Think Board** Is there a better solution to your concrete display? How effective are your illustrations? What are the problems associated with drawing out random cards? **School Rubbish** Can you explain your answer (after multiplying mentally)? Can you explain what happens when you regroup the ones? Can you devise your own way to solve the multiplication problem?	**Double Trouble** **(SRA) "321"(ii)** **Think Board** **(SRA) group report – Guidelines:** Describe the maths that was used or learned. Outline how the group went about the task. What did the group feel was the most important thing about this session? **School Rubbish** **(SRA) Summative Task** – There are 6 packets of textas each with 12 textas in them. If we put them all in one container, how many textas would there be altogether?