

HIGHEST TOTAL

Divide the class into 2 teams. Give each team 2 large dot dice.

Select a student from each team. In turn, ask the students to roll their two dice.

Ask students: - *What is the total of the number shown?*

After both students have rolled, ask: - *Which team has rolled the highest total?*
The team with the highest total wins a point.

Repeat until all students have had a turn. Throughout the activity select some students to explain how they determined the total.

WHAT'S THE DIFFERENCE

Ask the students to sit in two teams.

Ask the student from the first team to roll the dice and state the number rolled.

Ask the student: *Can you make a tower using that number of cubes?*

Choose a student from the second team to repeat the activity. Compare the two towers and determine the difference.

Ask: *Whose tower has the most cubes? How many more cubes does that team have?*

The team with the larger number keeps the number cubes that is the difference

Repeat the activity until one team collects a total of 15 or 30 cubes.

Needed - 1 die and 50 multilink or unifix cubes

SUBTRACTION LINE-UP

Divide the class into two teams. Ask each team to line up facing the board. Ask all students to stand.

Select one student from each team to write the total number of students in their team on the board.

Ask a student from the first team to roll the dice, read the number shown on the dice and ask that number of students from the team to sit. The second team repeats this process.

Ask the students - *How many children in your team are left standing?*

Continue the activity until all students from each team are seated. The correct number must be rolled before the last student can sit.

SHOW ME

Ask students to show a particular number of fingers. Encourage them to show the fingers instantly, without have in to count them one at a time.

Ask: *Can you show me 4 fingers?*
Can you show me 8 fingers?

Encourage the students to count on from the following numbers of fingers.

Ask:

Can you show me 1 more finger than 4 fingers?
Can you show me 3 more than 1 finger?
Can you show me 1 finger less than 7 fingers?

THREE DICE ADD

Invite 3 students to stand. Give each student a large dot dice. Ask the 3 students to roll their dice at the same time.

Ask - *What is the total of the three dice?*

The Three students race to state the total of the three dice. The first to call the answer remains standing. The other two students sit and two new competitors are selected.

Continue the game until all students have had a turn.

Throughout the activity, ask the winning student to explain how they quickly determined the answer.

Variation - 4 and 5 dice add

FORWARD COUNT /BACKWARD COUNT

Place a marker to cover a number on the hundreds chart.

Ask - *Which number will I land on if I move the counter forward 6?*

Ask the students to count as you move to the number 18.

Ask - *Which number will I land on if I move the counter forward by 4? etc.*

Repeat the activity starting at other numbers.

Variation - repeat this activity however ask what number will I land on if I move backwards 6? Etc.

NUMBER DRAW

Divide the class into two teams. Select one student from each team

Give one student the 2 -digit cards and the other the 1-digit cards.

Both students turn over the top card, attempt to ass the two numbers together and call out the answer.

The first who states the correct answer must explain his or her strategy for determining the answer. Continue until all have played. Their team earns a point for each correct answer.

Variation - play number draw where the 1-digit number is subtracted from the 2-digit number.

THREE FOR 100

Write this number sentence on the board.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 100$$

Ask students:

Can you tell me three numbers that add up to 100?

List student's responses on the board. Encourage students to work in pairs to record additional solution.

Calculators may be used

Variation – students may change one or more of the operations in the number sentence

NUMBER CIRCLE

Draw an oval on the board with these numbers in it: -

32, 2, 29, 3, 26, 27

Ask students:

Can you use any 2 of these numbers to make a number sentence?

How many different addition and subtraction number sentences can you make?

Encourage students to work in pairs to record their work.

Check their answers and discuss strategies

Variations- Repeat with different numbers. Mixed addition and subtraction may also be used as students become more proficient.

MAKING 100

Need number cards 0, 10, 20, 30.....100

Select 12 students and give them a decade numeral card. Ask them to move around the room showing their cards to each other.

Ask the students to find the person who has the number that when added to their number makes 100, e.g. Number 10 needs to find number 90.

When all students have found their partner, ask:

How did you work out who your partner was?

BROKEN CALCULATOR

Ask the students:

How could you use a calculator to add 20 and 6 if the #2 button is broken?

Encourage students to work in pairs to record as many possible combinations as they can.

Observe whether students use a pattern to organize their answers.

CIRCLE ADDITION

Ask the students to sit in a circle. Select 6 students to each whole a tower of interlocking cubes. Give one cue to each of the remaining students.

In turn, each student places their cubes in the center as the class makes an oral count of the total number of cubes.

E.g.:

1,2,3,4,14,14,16,17,18,19,29,30,31,32,33,43,...

Variation: Start with the total of cubes on the carpet. In turn, students pick up their cubes from the center as the class keeps progressive count backwards.

NUMBER COMBINATIONS

Tell the students:

Two numbers add up to 12.
Can you work out what the numbers might be?

List combinations on the board

Choose a different total.

Variation - use subtraction as the operation to find the total.

I LOVE MATHS

(Scissors, Paper, Rock)

Evens and Odds

One student is 'even' the partner is 'odd'. They make a fist and count to 3 or say "I Love Math's", then show a number of fingers. They add up the total number of fingers showing together and determine if it is an odd or even number. If the number is odd, the "odd" student gets a point or a counter (or vice versa).

Start with one hand and then progress to both hands.

Even/Zero/Odd

The students stand on a line in the playground or center of the hall. If I say an even number, they run to one wall or line on the ground. If I say an odd number they run to the opposite wall or line. If I say a zero, they go back to the center.

Start with single digit numbers and progress to addition and subtraction sentences for them to calculate the answer and determine which way to run.

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