

Thinking while Moving - Mathematics

Greedy Birds Math

Stage 2 Mathematics

Strand: Number and Algebra

Sub Strand: Multiplication and Division

This Thinking while Moving activity is based on the timeless game 'rob the nest'.

Pre-activity

- Begin with [Math cards activity](#) to revise multiplication facts and strategies.
- Teacher sets up 2 games of greedy bird math for a class of 25 – 30 (same as rob the nest)

Activity set up

- Use [alphabet names](#) to make groups of 3
- Evenly spread 5 hoops around a center hoop.
- Place 2 sets of numbered bean bags into the center circle. (bean bags are numbered 1 – 20)

How to play

- Students stand behind a hoop in group of 3.
- On the whistle, one student from each nest will run to the center circle and collect one bean bag at a time, returning each one back to the nest without dropping or throwing it.
- Once all bean bags have been retrieved from the center, players are then allowed to take bean bags from other nests.
- Blow the whistle at a time when all nests have at least 2 bean bags each.
- Once the whistle has been blown, students must freeze and then arrange their bean bags to create a multiplication number sentence (bean bags can be grouped to make 2- or 3-digit numbers).
- Students solve the multiplication number sentence using an efficient strategy.
- Once solved, bean bags return to the middle and play resumes on the whistle.

Increase/decrease challenge

- Make the largest product
- Make the smallest product
- Make an odd product
- Make an even product
- Make a target number

Equipment/Resources

Bean bags labelled with numbers 1 – 20 (4 sets)
Hoops (1 hoop per group of 3 plus 2 for centre 'nests')
Chalk or pencil and workbook
Math cards activity - [YouCubed](#)

What's some of the maths

Mathematicians discuss, reason, explore and compare strategies when playing games.

Mathematicians use what they know to find out what they don't know.

Mathematicians talk and strategise when playing games.

Let's talk and think like mathematicians

How was your and your partners thinking the same and different? What was the most efficient strategy?

What can you do differently next time to be more efficient?

How did you decide what numbers to collect to make the smallest product? Largest product? Target number?

Suggested mathematics outcomes

MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas

MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems

MA2-3WM checks the accuracy of a statement and explains the reasoning used

MA2-6NA uses mental and informal written strategies for multiplication and division