

## Jump for your life - Addition

### Syllabus focus area and content group

#### Additive relations A

- Select strategies flexibly to solve addition and subtraction problems of up to 3 digits
  - Represent solutions to addition and subtraction problems, including word problems, using an empty number line or bar model
  - Apply known mental strategies that use partitioning to add and subtract, such as bridging the decades

### Suggested outcomes

- MAO-WM-01
- MA2-AR-01

### Resources

- Chalk
- 6 die per pair
- Large flat area

### Pre-activity

Begin with Number Talk: Which would you do in your head?

Students will need to be familiar with efficient mental and written strategies for addition

### Learning task

In pairs, students:

- Roll 6 die to make 2 3-digit numbers.
- Write the 2 numbers on the ground.
- Draw an empty number line on the ground and write the largest number at the start of the number line.
- Say the smallest number aloud and then partition using physical activity. Hundreds = star jumps, tens: lunges and ones: high knees. For example, for the number 985 students would need to do 9-star jumps, 8 lunges and 5 high knees.
- Students use the empty number line to solve addition problem.
- Write the answer under the number line and partition numeral answer again using same physical activity movements.

### Increase/decrease challenge

- Change 3-digit numbers to 1, 2 or 4-digits.
- Use fraction or decimal die.
- Use pre-made number line with numbers marked.

### Talking and thinking like mathematicians

What are other efficient strategies for adding your numbers? When was it best for you to use a mental strategy? When would you use a written or digital strategy?

