

Move for equivalence

Syllabus focus area and content group

Multiplicative relations B

- Use number properties to find related multiplication facts
- Use the structure of the area model to represent multiplication and division
- Represent and solve word problems with number sentences involving multiplication or division

Suggested outcomes

- MAO-WM-01
- MA2-MR-01

Resources

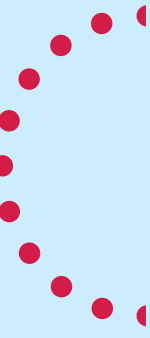
- [YouCubed math card handout](#)
- Math workbook
- Whistle

Pre-activity

- Print, laminate and cut out math card handout cards
- Mark a playing area
- Teacher may choose to explain task using [YouCubed](#) task on IWB.

Learning task

- Aim of game: The aim of the activity is to match cards with the same numerical answer, shown through different representations. For example, 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards, they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.
- Teacher gives each student a playing card.
- Teacher calls out a locomotor skill for students to use to move around marked space.
- When whistle is blown students must move to find a student/s with a playing card of an equivalent amount to their own.
- Students record equivalent amounts in their workbook.
- Teacher collects playing cards and redistributes to play again, naming different locomotor skills each time.



Talking and thinking like mathematicians

What strategies did you use to work out if cards matched? Which cards did you find easy to match? Which cards did you find more difficult to match?