

Run, choose and add

Syllabus focus area and content group

Combining and separating quantities B

- Form multiples of ten when adding and subtracting two-digit numbers
 - Add two-digit numbers by building to multiples of ten
 - Use quantity values to separate tens and ones for addition (only)
 - Add two-digit numbers by building to multiples of ten

Suggested outcomes

- MAO-WM-01
- MA1-RWN-01
- MA1-RWN-02
- MA1-CSQ-01

Resources

- Bean bags or cards numbered 1 – 9 (1 set per 2 students)
- Whiteboards and markers
- Cones or markers
- Hoop

Learning intention

Students are learning that:

- Combining tens and ones help make bigger numbers.
- Partitioning numbers helps to find the total.

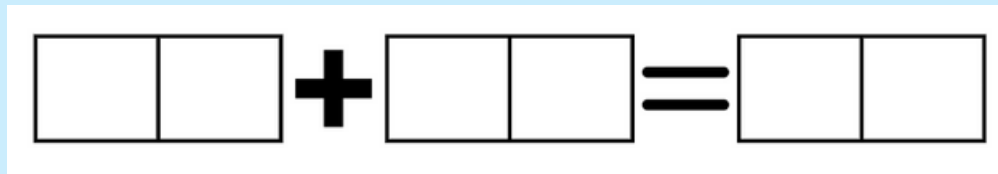
Success criteria

Students can:

- partition 2 digit numbers
- combine tens and ones of two 2 digit numbers to find the sum.

Activity set-up

- Students draw an addition grid like this on a whiteboard, concrete or in workbook.



- Teacher places numbered bean bags or cards in a hoop and a cone/marker 10 metres from the hoop. (Note: set up enough hoops, numbered bean bags and cones for 2 students per hoop.)

Learning task

- Students take turns to run and collect a bean bag from the hoop.
- After each collection, each student decides which of their cells to put that number in. Students take it in turns to run, choose and place in the grid until all the cells are full.
- Students choose an efficient strategy to solve the sum they created.
- Whoever has the sum closer to 100 wins and earns a point.
- The first player with 10 points is the overall winner.

Increase/decrease challenge

- Choose a higher or lower target number
- Draw a grid to add single digit numbers.
- Draw a grid to add a 2-digit number and a single digit number

Talking and thinking like mathematicians

- How are you trying to get close to 100?
- How are you deciding where to place the numbers?
- How was your and your partners thinking the same and different?
- What was the most efficient?
- How did you use your knowledge of place value?