2/3Maths

Week 9, Term 3

Monday

Tuesday

Wednesday

Thursday

Friday

BACK

Information

As part of The Primary Mathematics Specialist Teacher Initiative,our class has been following a slightly different sequence of learning. Our mathematics lessons have had a strong focus on reasoning and explaining our thinking to others so that they can understand the different ways problems can be solved.

A set of alternate activities more closely aligned to our class's recent learning has been developed and is included in the following slides. Students are encouraged to complete some maths learning everyday and are able to choose from the stage maths slides, class slides or complete a combination from both.

Please note the Friday challenge is designed to make students think and get sweaty brains through productive struggle. It is not an activity that they will be able to complete quickly, but

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Session 2

Maths
12:20-1:20

6th September 2021

Monday – Maths Warm Up

For each of these numbers write the number 11 before and 11 after.

307

350

390

For each of these numbers write the number 150 before and 150 after.

747

861

322

For each of these numbers write the number 9 before and 9 after.

536

817

948

BACK

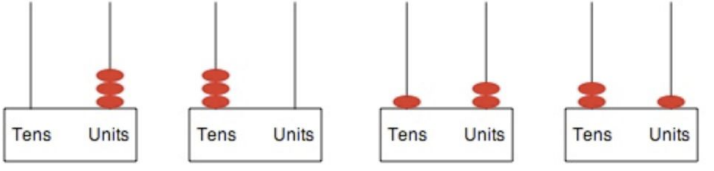
Session 2

Maths
12:20-1:20

6th September 2021

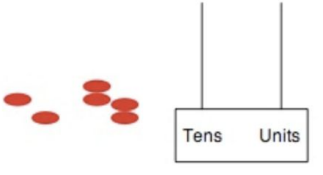
Monday – Maths

If you put three beads onto a tens/units abacus you could make the numbers 3, 30, 12 or 21.



3 30 12 21

Explore the numbers you can make using six beads.



Can you find all the ways of using six beads?

How do you know you have found them all?

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Monday – Maths

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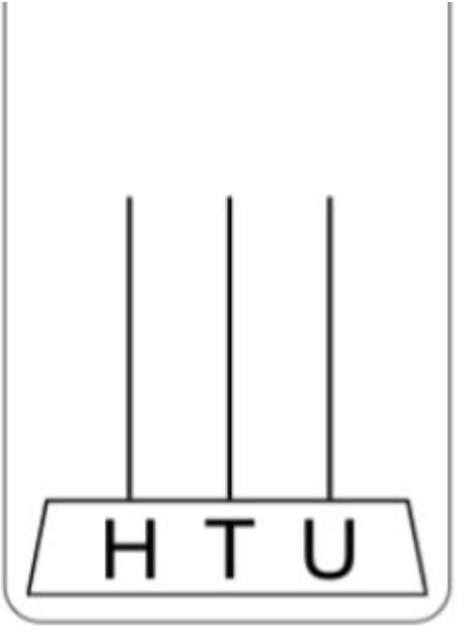
12:20-1:20

6th September 2021



What numbers could you show now with your 6 beads?

How do you know you have found them all?

Can you see any patterns when you compare these numbers to the ones on the tens and ones abacus?

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Monday – Maths

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12:20-1:20

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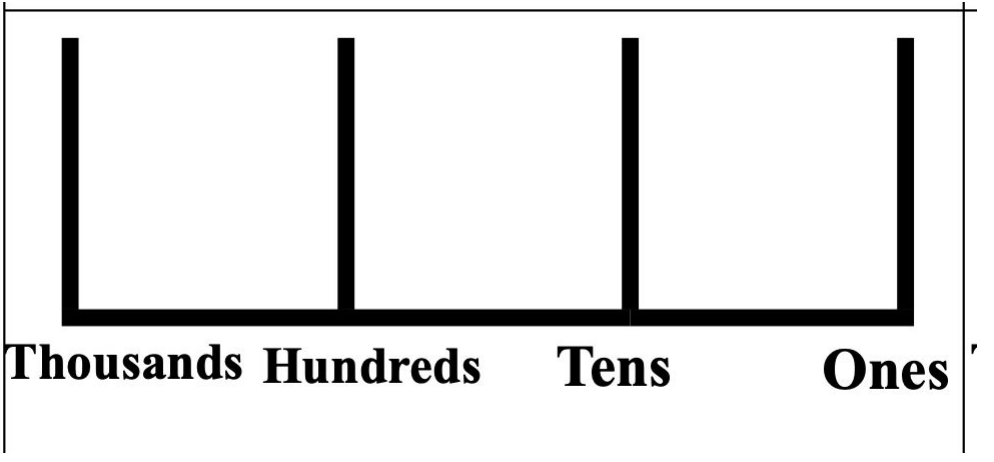


What numbers could you show now with your 6 beads?

How do you know you have found them all?

BACK

Session 2

Maths
12:20-1:20

6th September 2021

Monday – Maths Optional Game

Find a partner and a 1-6 dice, or preferably a 0-9 dice if you have one. Each of you draw a set of four boxes like this:

Game 1

Take turns to throw the dice and decide which of your four cells to fill.
Do this four times each until all your cells are full.
Whoever has the largest four digit number wins.

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game
- Work out the difference between the two four-digit numbers after each round.
  The winner keeps this score. First to 10000 wins.

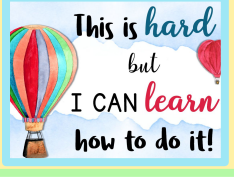
BACK

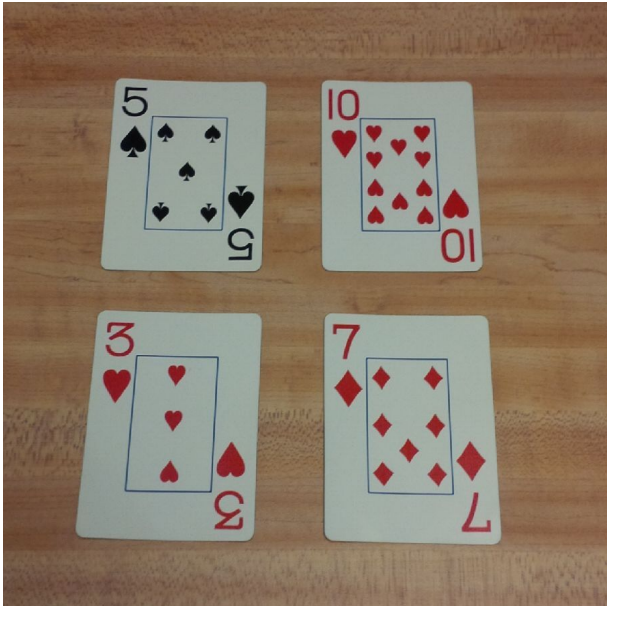
Tuesday – Maths

Session 2

Maths
12:20-1:20

7th September 2021





Which one doesn't belong?
Why?

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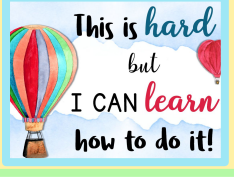
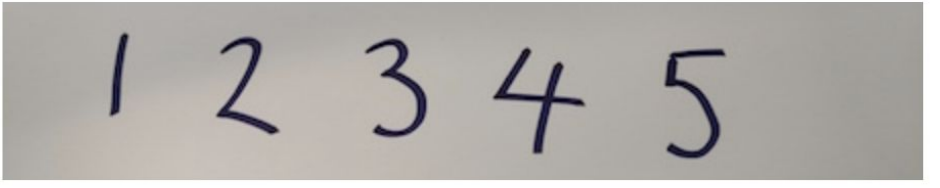


Lee was recording some numbers:



What do you think she wrote next?
Why do you think that?

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Tuesday – Maths

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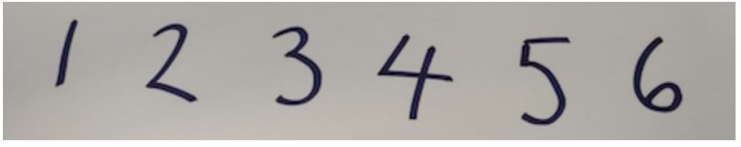
12:20-1:20



She continued writing the counting numbers in order but she stopped for a rest after writing seventeen digits.
What was the last number she wrote?

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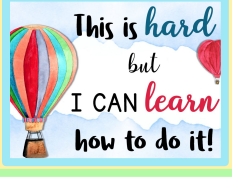

She carried on until she got all the way up to the number 20.
How many digits has she written altogether now?

Can you find a way to work this out without writing the counting numbers yourself?

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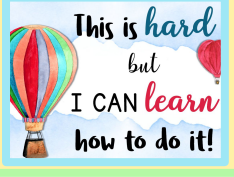

True or False
36 can be made from using 18 MAB blocks
42 can be made from using 6 MAB blocks
63 can be made using 27 MAB blocks

To help you work this out try to think about how the numbers could be broken apart. You may like to draw some MAB blocks to help you solve the problem as well.

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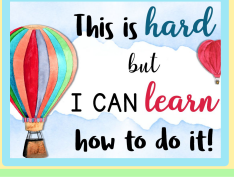

True or False
96 can be made from using 24 MAB blocks
138 can be made from using 21 MAB blocks
206 can be made using 20 MAB blocks

To help you work this out try to think about how the numbers could be broken apart. You may like to draw some MAB blocks to help you solve the problem as well.

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Tuesday – Maths Optional Game

Session 2

Maths
12:20-1:20

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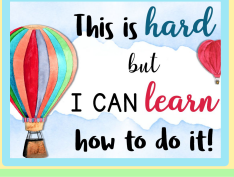

Around the House Game:

Using 2 or 3 dice students roll and need to create number sentences that equal 1 to 10 in order. Students work their way around the house beginning at 1 and ending at 10. Once they can no longer use the digits rolled on their turn it becomes the other players turn. First student to cross out all numbers in order with correct number sentences is the winner.

EG: I roll a 2, 3 and 4.

- 3 - 2 = 1 so I can cross 1 off
- 4 - 2 = 2 so I can cross 2 off
- 4 + 2 - 3 = 3 so I can cross 3 off
- 3 - 2 = 1; 1 x 4 = 4 so 1 can cross 4 off etc.

You must cross the numbers off in order!

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Tuesday – Maths Optional Game

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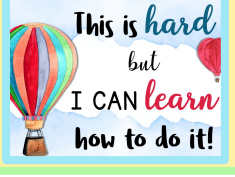
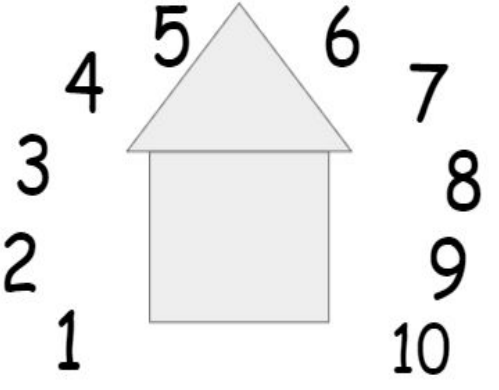
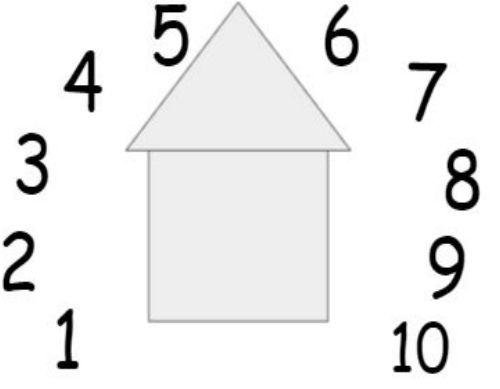


Player 1



Player 2



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12:20-1:20

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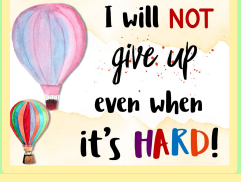

Wednesday – Maths

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Session 2

Maths
12:20-1:20

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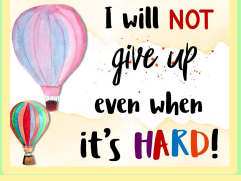

Wednesday – Maths

Open ended tasks - these tasks have more than one possible answer. Use the information given to see if you can find 1, 2 or 3 ways to solve the problem.

- 2/3 Green took a class vote on their favourite food.
- Pizza was the most favourite.
- Peas were the least favourite.
- Chocolate and strawberries were the liked the same.
- If the class had 18 students what could the graph look like?

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Session 2

Maths
12:20-1:20

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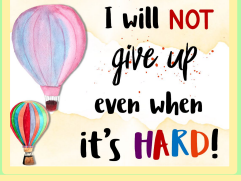

Wednesday – Maths

Open ended tasks - these tasks have more than one possible answer. Use the information given to see if you can find 1, 2 or 3 ways to solve the problem.

- Our class is going to plant a garden.
- A quarter of the garden will have orange flowers.
- What could the garden look like?
- What strategies could you use?
- Can you find another solution?
- What if half the garden had blue flowers and a quarter had orange?

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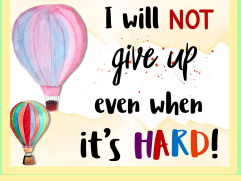
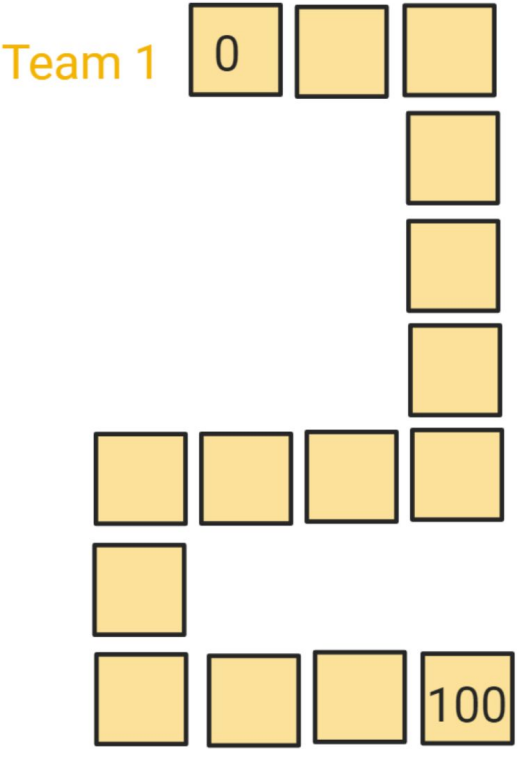
Wednesday – Maths Optional Game

Session 2

Maths
12:20-1:20

8th September 2021





Tea

From Prof. Di Siemon

How to play

Each player has a game sheet and takes it in turns to throw 2 ten-sided dice.

The numbers are used to create 2-digit numbers. For example, a 5 and a 2 could be worth 25 or 52.

Players record their numbers in the most appropriate place between 0 and 100.

If numbers cannot be placed, the player misses his/her turn.

The winner is the first to fill all places.

Need dice?

https://toytheater.com/dice/

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Session 2

Maths
12:20-1:20

9th September 2021

Thursday – Maths

Each of the following shapes has a value:

= 7 = 17

The value of the red shapes changes in each of the following problems.

Can you discover its value in each problem below, if the values of the shapes are being added together?

(a) = 25

(b) = 51

(c) = 136

(d) = 48

(e) = 100

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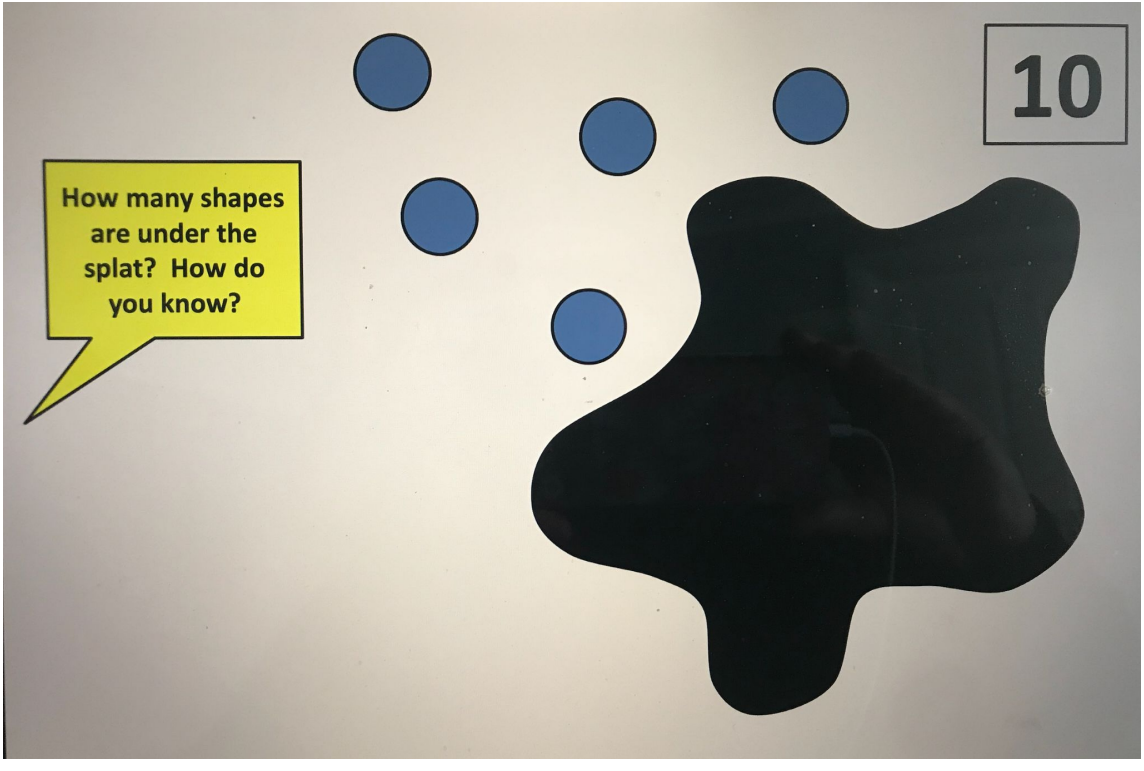
Thursday – Maths

Session 2

Maths
12:20-1:20

9th September 2021



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Thursday – Maths

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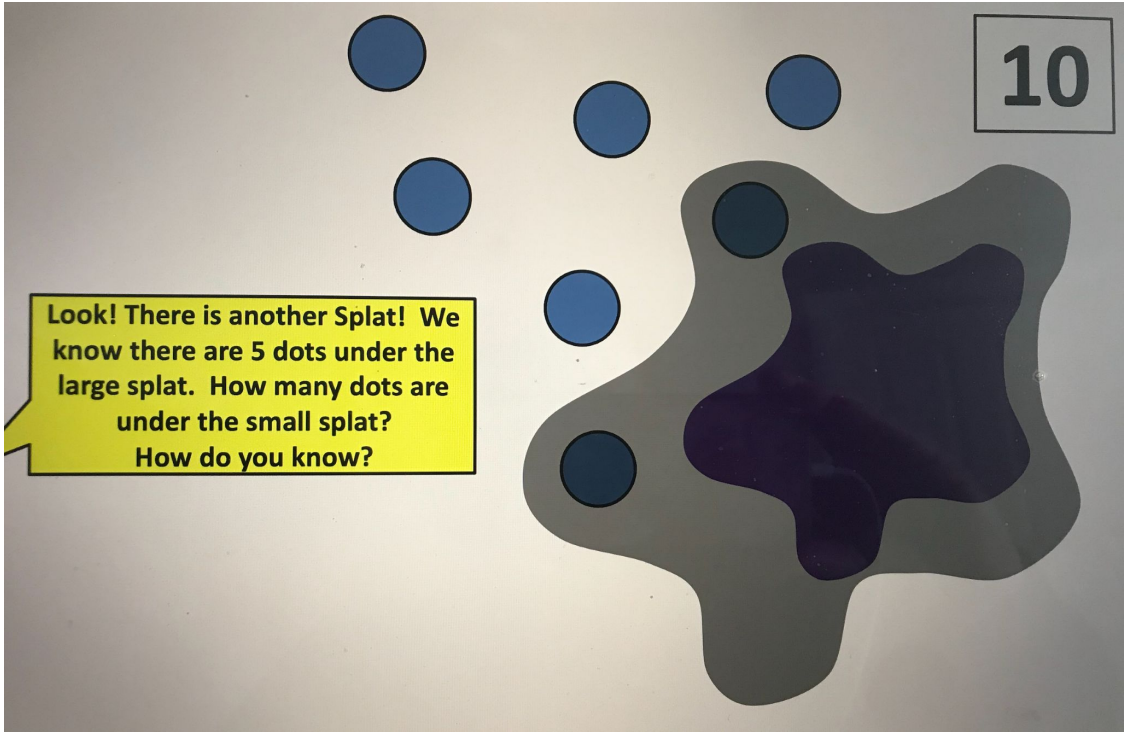

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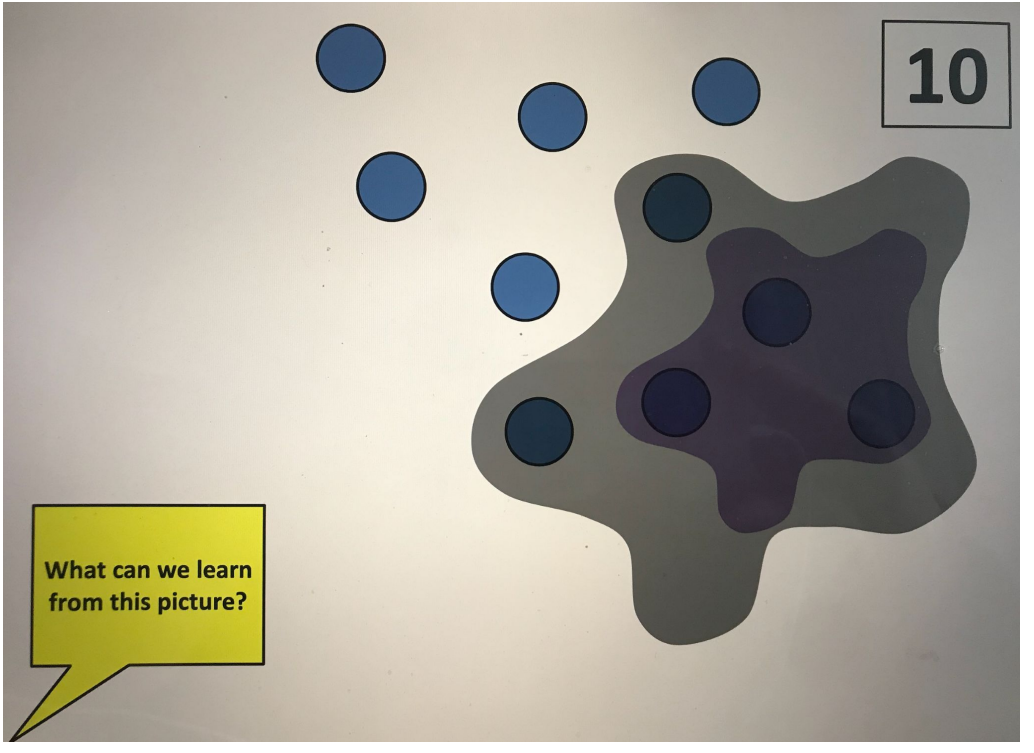
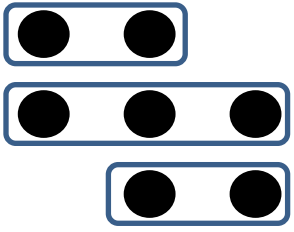


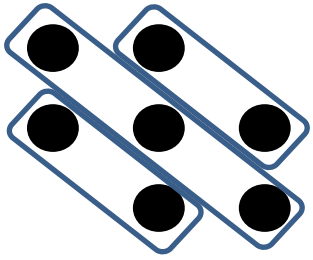
You are about to see a large group of dots.

Find as many ways as you can to show how you know what the total is.

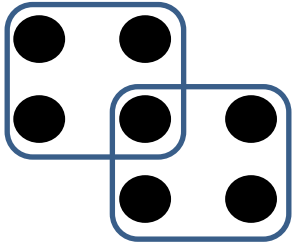
Here is an example.



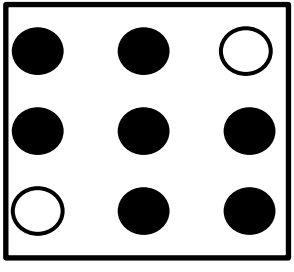
2 + 3 + 2 =
7



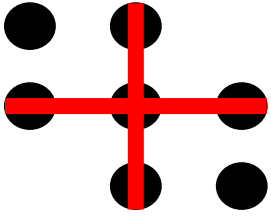
2 + 3 + 2 =
7



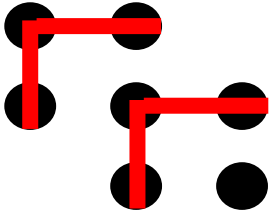
4 + 4 – 1 =
7



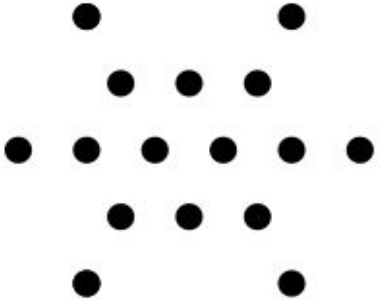
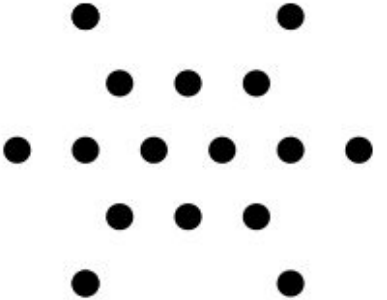
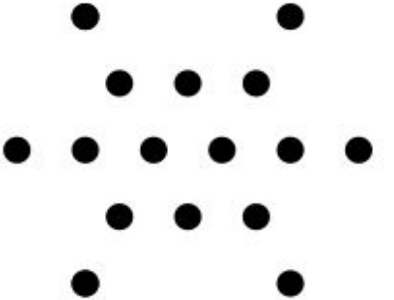
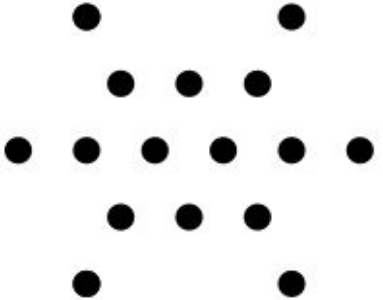
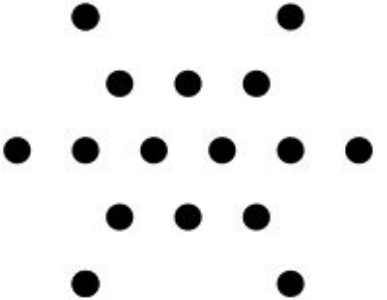
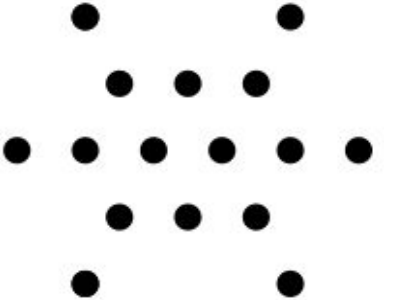
9 – 2 =
7



5 + 2 =
7



3 + 3 + 1 =
7

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BACK

Session 2

Maths
12:20-1:20

9th September 2021

Thursday – Maths Optional Game

First to 24

Students play in pairs.
They take turns to put down 1, 2 or 3 counters (in sequential order - Player 1 Player 2 - 1, 2, 3, 4, 5, 6 etc).
The player who puts a counter on 24 first is the winner.

Possible questions to explore;
Is there a way to always win? (don't go first and play multiples of 4)
Can you stop someone from winning if they know the strategy?
Does this still work if you start at 24 and take away?
What if the number was changed to first to 26?

BACK

Thursday – Maths Optional Game

Session 2

Maths
12:20-1:20

9th September 2021

BACK

Session 2

Maths
12:20-1:20

10th September 2021

Friday – Maths Challenge

You have a set of the digits from 0 - 9.

0	1	2	3	4	5	6	7	8	9

Can you arrange these digits in the five boxes below to make two-digit numbers as close to the targets as possible? You may use each digit once only.

largest even number	
largest odd number	
smallest odd number	
largest multiple of 5	
number closest to 50	

How will you know that your solution is as close to the targets as possible?

BACK

Session 2

Maths
12:20-1:20

10th September 2021

Friday – Maths Challenge

So, we have many possible solutions to this challenge. How do we judge which solution is 'best'?

Well, we could decide that 'best' means as near as possible to the ideal number which has each property. So, the ideals would be 98, 97, 13, 95 and 50 if we decide that zero can only be in the ones column. One way to judge how close a solution is to the ideal might be to work out the difference between the ideal number and the one you have. So, for example: 98, 75, 13, 60, 42 could be the answers you came up with.

- 98 is ideal, therefore, the difference is zero.
- 75 is twenty-two away from the ideal 97.
- 13 is the ideal.
- 60 is thirty-five away from the ideal.
- 42 is eight away.
- So, we could say that in total, the difference is sixty-five.

Is there a solution that is closer if we use this way of judging how good solutions are? How close was your solution?