Big Ideas in Number Resource Information

Big Ideas in Number Focus Area: Trusting the Count

Name of Game or Activity: Clear the Board: Addition

Resources: Gameboard, Counters, Dice

Instructions:

1	**I can identify numbers to 6.** Students each place 5 counters on the gameboard (1-6). They take it in turns to roll ONE six-sided dice. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board
2	**I can identify numbers to 10.** Students each place 5 counters on the gameboard (1-10). They take it in turns to roll ONE ten-sided dice. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board
3	**I can use pictures to add numbers together to 10.** Students each place 5 counters on the gameboard (2-12). They take it in turns to roll TWO six-sided dot dice and add them together by counting the dots. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board
4	**I can visualise numbers to add them together.** Students each place 5 counters on the gameboard (2-12). They take it in turns to roll ONE six-sided dot dice and ONE numeral dice. Students add them together by visualising one number and counting the rest of the dots. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board. ALTERNATIVE: Use two dot dice and just get students to cover one of the dice once they have rolled.
	I can count on to add numbers. Students each place 5 counters on the gameboard (2-12). They take it in turns to roll ONE six-sided dot dice and ONE numeral dice. Students add them together by counting on from the biggest number. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board
6	**I can use my knowledge of doubles to add numbers to 12.** Students place 5 counters on the gameboard (2-12). They roll ONE 6 sided dice and double it. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board

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7	**I can use simple non-count-by-one strategies to add and subtract numbers to 12.** Students each place 5 counters on the gameboard (2-12). They take it in turns to TWO 6 sided numeral dice. They DOUBLE the first number and subtract the second number. E.g. if you roll a 5 and 4. Double 5 to make 10, then take away 4. Your answer is 6. If their counter is on their answer, they can take that counter off the board. The winner is the first player to clear the board.
8	**I can use known facts and other non count-by-one strategies to add numbers to 18.** Students each place 5 counters on the gameboard (3-18). They take it in turns to roll THREE dice (can be dot or numeral or a mix). Students add them together by counting on, or using other simple strategies if appropriate (e.g. friends of 10, doubles). They must verbalise what strategy they have used. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board.
9	**I can use my knowledge of doubles to add numbers to 24.** Students place 5 counters on the gameboard (2-24). They roll ONE 12 sided dice and double it. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board. VARIATION: You could also play a simpler version of this with the 2-12 gameboard and a six sided dice
10	**I can use a range of strategies to add two-digit numbers.** Students place 5 counters on a hundreds chart. They roll FOUR 9 sided dice to create two sets of two-digit numbers. They then add these two numbers together using the most appropriate strategy (e.g. jump, split, compensation). If their counter is on that total, they can take that counter off the board. The winner is the first player to clear the board. VARIATION: Use the tens gameboard. If students have an answer 77 and their counter is in the corresponding tens column (70) then they can remove their counter.
11	**I can use my knowledge of hundreds, tens and ones to add.** Students place 5 counters on a thousands chart. Students roll THREE 9 sided dice to form a three digit number. E.g. if they roll a 3, 5 and 7, their number is 357. They repeat this process to form a second three-digit number. Students then add these two numbers together, and explain the strategy that they have used to do this (e.g. jump strategy, split strategy or compensation strategy). They then round that number to the nearest TEN. If their counter is on that number, they can take that counter off the board. The winner is the first player to clear the board

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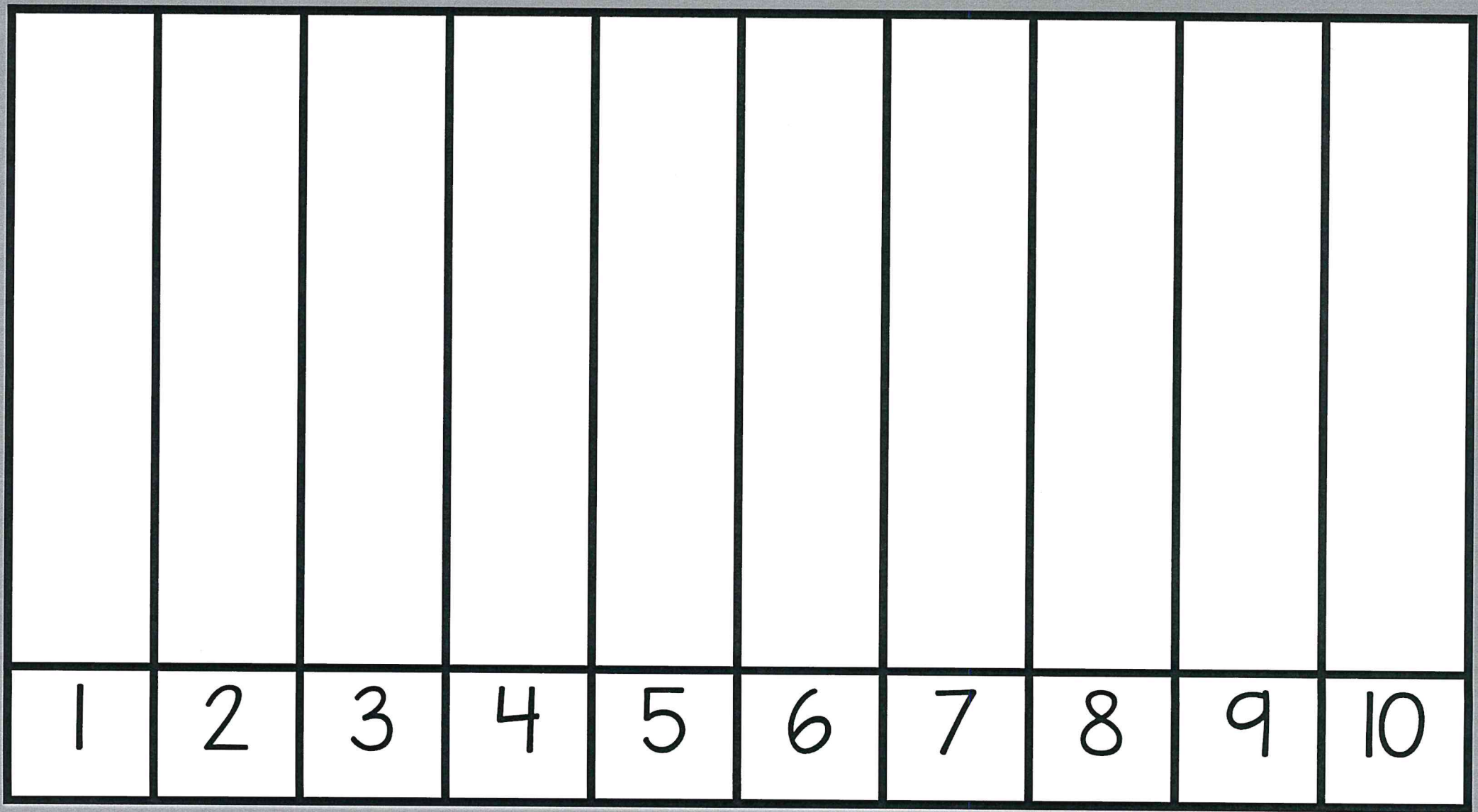
BliN Micro Content

Early number experiences – Classifying, grouping, ordering, patterns underpin the development of this idea.	✓
Each object is counted once – one to one correspondence.	✓
Collections can be compared on a one to one basis.	
Arrangements of objects in a count does not change the quantity.	
Purpose of counting of subitizing is to quantify.	✓
Counting numbers (the number string) are always said in the same order.	
Counting on and back can be used to solve simple problems.	✓
Subitizing or instant recognition of small groups can be a means of quantifying.	✓
Small numbers can be seen as a combination of others.	
There are multiple ways of grouping objects	
The part-part-whole relationship can be used as the basis for operating.	✓
Basic addition facts always give the same result irrespective of arrangement.	
Addition and subtraction situations can be considered in terms of a whole and two parts, one of which is unknown or missing.	
Additive thinking is employed to solve problems with small numbers.	✓
Skip counting to find the total will give the same result as one-one counting.	
Share portions from a quantity and know that the more portions there are, the smaller the portions will be.	

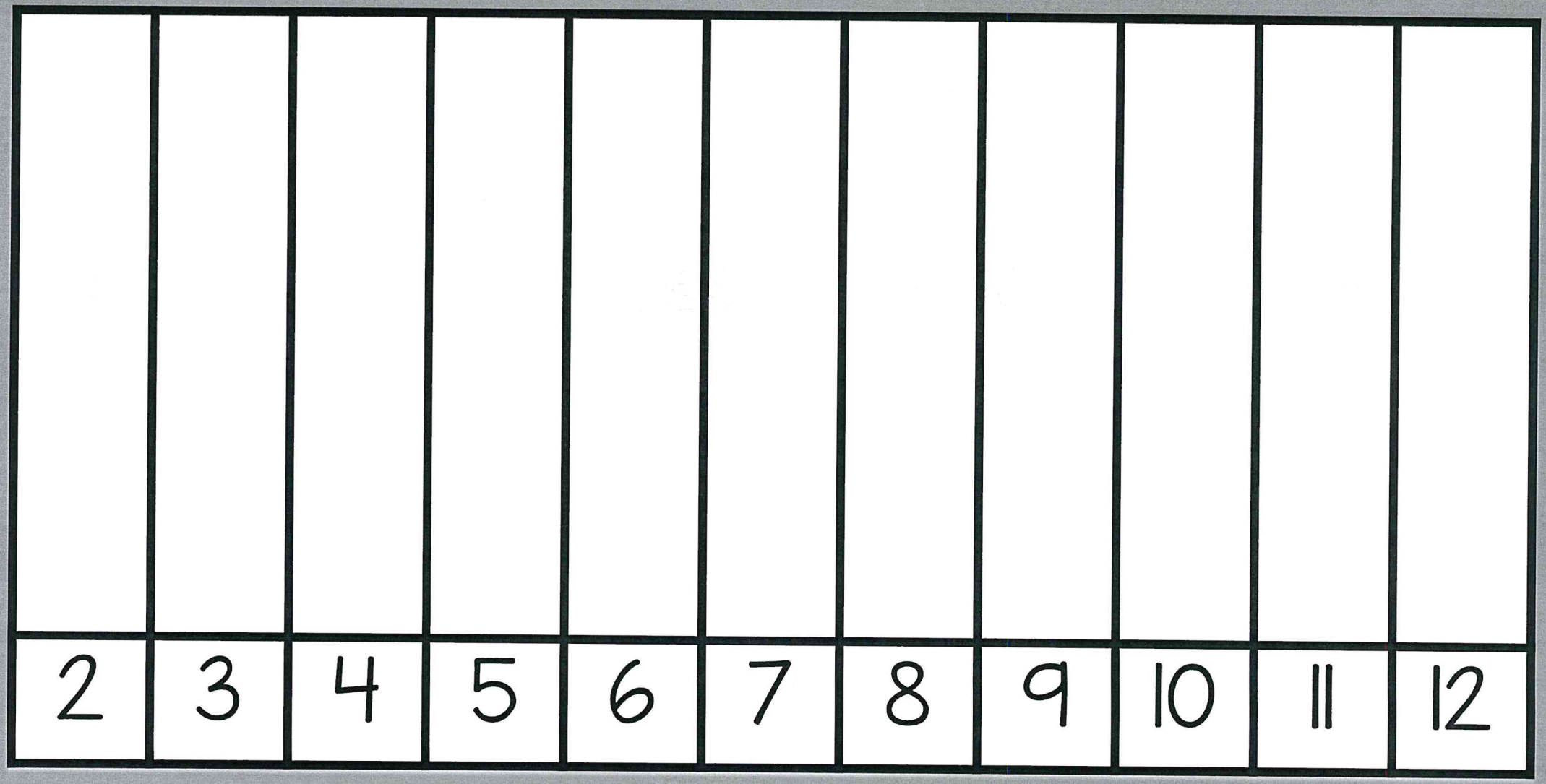
CLEAR THE BOARD!

1	2	3	4	5	6

CLEAR THE BOARD!



CLEAR THE BOARD!



CLEAR THE BOARD!

3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18

CLEAR THE BOARD!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20