



Activity name: Get the result

Time: 10–15 minutes

Educational objective (operationalised): The pupil efficiently calculates what number they need to add or subtract from another to get the desired result

Materials needed: learning by moving boards, learning by moving cards

Organisational tips for the teacher before the game:

The students can lay out the appropriate board as a warm-up.

Experience/activity:

Activity 1.

At the beginning, the students are randomly or deliberately divided into teams of about 4-5 people. Each group receives the same number of cards. Their task is to lay out the cards they have received on the boards with the same numbers as on the cards laid out as in the picture below (e.g. a card with “7” on the board with “7”) as quickly as possible.

Modification

The pupils are randomly or deliberately divided into teams of about 4-5 people. Each group receives the same number of cards. Their task is to lay out the cards they have received on the boards as quickly as possible in such a way that the number on which they place their card is, for example, one, two, three, etc. greater/less than the number drawn.

Activity 2.

The next round of the game will be similar, but this time the students' task is to group the cards they have received into pairs and then place these pairs on boards with values equal to the sum of the numbers on both cards in the pair (e.g. a card with “23” and a card with “13” on a board with “36”).

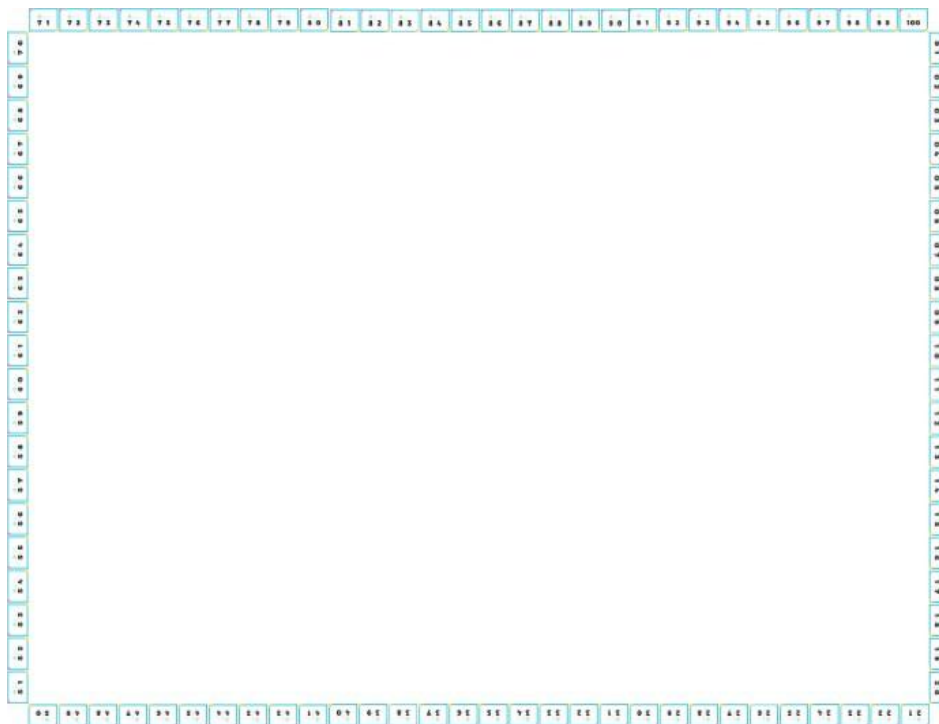
Modification:

It can also be the sum of three cards or operations (all or selected arithmetic operations) between three selected cards – and the result must be reached – e.g. the pupils decided to combine cards 2, 10 and 24, performed the following operations between them: $2 \times 10 + 24$ – they placed their cards on the 44 field.

Activity 3.



Then, the task for the next round is to lay out the cards on the boards as quickly as possible so that the sum or difference of the numbers on the board and the card lying on it is equal to the number given by the teacher before the start of each round (e.g. if the teacher gives the number 20, and the student has a card with “13” in their hand, they can place it on the board with “7” or 33”).



Reflection (Questions that can be asked to children after the game, relating to the experience):

For activity 2:

You have two odd numbers on your cards, will their sum be an even or odd number?

How can you quickly add up the numbers on two cards? How do you count them? Do you have any clever ways of doing this?

Which pairs of numbers were the easiest for you to add up? Why?



For activity 3:

How many boards can you place your card on to get the result given by the teacher?

How are the card you are to place and the two boards on which you can place it related to each other? Examine their relationships and how changing the number on the card affects the numbers on the boards. (Hint: how much smaller/larger is one of the numbers on the boards than the other?)