

36 and 29

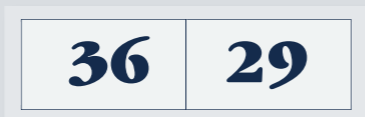
Approach: One to one

Level: Year 4 and year 8

Focus: Multiple strategies for adding two numbers.

Resources: Card with 2 numbers.

Show student the number card.



% responses
y4 y8

YEAR 8 VERSION

Here are two numbers, 36 and 29. If you had to add the two numbers, and you didn't have a calculator, how would you work it out? Try to think of **three** different ways you could work it out, and **explain** each way to me.

Encourage student to think of, and explain, 3 ways.

They are not asked to work out answers.

YEAR 4 VERSION

Here are two numbers, 36 and 29. If you had to add the two numbers, and you didn't have a calculator, how would you work it out? Try to think of **one** way you could work it out, and **explain** it to me.

Encourage student to think of, and explain a way of working it out.

They are not asked to work out answers.

If the student succeeds in explaining one way ask:

Is there another way could work out 36 plus 29?
Explain to me how you would do it.

Explained a satisfactory...	first way	61	64
	second way	16	33
	third way	•	21

• not asked for year 4

Commentary

Less than two thirds of students at both levels could give an oral description of a strategy that would work if carried out correctly. Considering only the first strategy, the standard addition algorithm was the most popular strategy for both year levels (28 percent of year 8 students and 18 percent of year 4 students). The simplification of adjusting the 29 to 30 was suggested by 17 percent of students at both levels.