

Task: What's My Number?

Approach:	One to one	Year:	4 & 8
Focus:	Verifying and proving		
Resources:	3 cards		

Questions / instructions:

I am going to show you some cards with numbers that are missing.

Hand student card 1.

Card 1

$$6 = 4 + \underline{\quad}$$

One child thinks that the missing number is 10.

1. Do you think that child is correct?	no	60	90
2. Why do you say that?	$10 + 4 = 14$	17	35
	$4 + 2 = 6$	26	45
	any other valid reason	10	10

Hand student card 2.

Card 2

$$6 + 2 = \underline{\quad} + 5$$

3. What is the missing number?	3	11	54
4. Why do you say that?	$6 + 2 = 8$ and $3 + 5 = 8$	9	48
	any other valid response	2	8

YEAR 8 ONLY:

Hand student card 3.

Card 3

$$3 + \underline{\quad} = \underline{\quad} + 6$$

5. What do you think the missing numbers could be?			
	valid pair of numbers such as (3, 0) or (4, 1)	•	59
6. Could you have any other numbers?	yes	•	69
7. Why do you say that?			
	clear generalisation showing that the second number must always be 3 less than the first missing number	•	7
	explanation based on specific examples	•	24
	some explanation given but not clear	•	25
	any other response	•	44
	Total score:		
	8	•	7
	6-7	•	39
	4-5	9	17
	2-3	44	30
	0-1	47	8

[Note: Maximum score of 4 for year 4]

Commentary:

Students at year 8 level were quite proficient with the simpler questions and over half could handle the more complex ones. The task was more difficult for the year 4 students.