Adding Big Numbers

This activity was first devised by Jane Cairns and Stuart Scott with Year 3 at Tolworth Junior School in Kingston upon Thames in 2001.

The webaddress for this activityis: <http://www.collaborativelearning.org/addingbignumbers.pdf>

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COLLABORATIVE LEARNING PROJECT Project Director: Stuart Scott Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP'.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Adding Big Numbers

Introduction

Many numeracy lessons involve the teacher batting a question to a child, and waiting for it to get batted back, while some of the class are listening, some wriggling and some dozing. This is one way to increase the activity/ interaction where all the children produce questions for each other, and help each other answer them.

This particular version works for Year 3, but the technique can be adapted to other years/groups. Students work in two pairs sitting opposite each other. A set of "numbers written in words" cards are shuffled and placed in the middle. Each pair have a blank question sheet with hundreds, tens and units columns. Pairs take turns to pick two or three "numbers written in words" card from the centre and read them out. The other pair write the numbers down on their question sheet. Pairs then exchange sheets and work out the answer to the question.

How to add big numbers





First add the hundreds



Then add the tens

Hundreds	Tens	Units
1 4 4	6 3	
5	0 9	

Then add the hundreds, tens and units together



Then add the units

— — — — — Hundreds Units Tens 3 1 6 4 3 | 4 5 0 0 9 0 7

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	Hundreds	Tens	Units		- Hundreds	Tens		Hundreds	Tens	Units		Hundreds	Tens	Units	
Q1.				Q5.			Q 9.				Q 13.				
Q 2.				Q 6.			Q 10.				Q 14.				
Q 3.				Q 7.			Q 11.				Q 15.				
Q 4.				Q 8.			Q 12.				Q 16.				

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Adding big numbers -print on card, cut off border, and cut into individual cards

	T — — — — — — — — — — — — — — — — — — —				
One hundred and thirty five.	One hundred and twenty two.				
One hundred and sixty three.	One hundred and thirteen.				
One hundred and ninety six.	One hundred and twelve.				
One hundred and seventy.	One hundred and one.				
One hundred and thirty three.	One hundred.				
One hundred and ninety nine.	One hundred and forty seven.				

Adding big numbers -print on card, cut off border, and cut into individual cards

Adding big numbers -print on card, cut off bor	der, and cut into individual cards				
Three hundred and thirty nine.	Three hundred and forty two.				
Three hundred and sixty five.	Three hundred and fifteen.				
Four hundred and ninety one.	Four hundred and eight.				
Four hundred and seventy six.	Four hundred and seven.				
Five hundred and thirty three.	Five hundred.				
Six hundred and ninety two.	Six hundred and forty seven.				

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Adding big numbers -print on card, cut off	Adding big numbers -print on card, cut off border, and cut into individual cards						
Two hundred and thirty six.	Two hundred and forty nine.						
Two hundred and sixty six.	Two hundred and seventy eight.						
Two hundred and twenty.	Two hundred and three.						
Two hundred and nineteen.	Two hundred and ninety one.						
Two hundred and forty four.	Two hundred and fifty five.						
Two hundred fifty one.	Two hundred and eleven.						