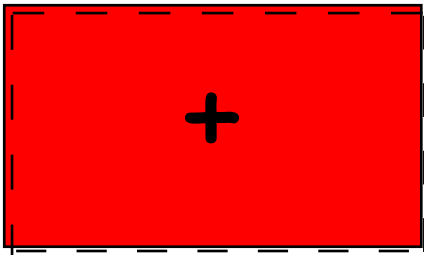


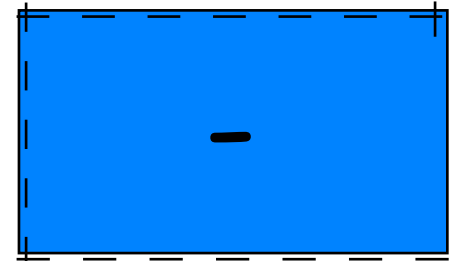
Adding Near Hundreds Connect Four Game



Do you have to adjust by adding or by subtracting?

153+201	298+365	754+199	372+302	501+366
398+456	756+201	333+201	698+167	360+101
102+248	458+399	401+163	245+299	598+163
401+163	245+299	598+163	543+202	153+201
298+365	754+199	372+302	501+366	398+456

Try to get four signs in a row first!



Adding Near Hundreds Connect Four

Developed by Alison Symonds in Bedford LA.

The webaddress for this activity is:

<http://www.collaborativelearning/nearhundredsc4.pdf>

Last updated 25th January 2017

Teacher notes:

If you enlarge the game board up to A3 the larger cards will fit neatly on the board, but this game works well for pairs so if you decide to keep an A4 gameboard use the smaller set of cards at the end of the activity. We have provided cards in two colours for producing on the colour photocopier/printer and one set in black and white for those of you who prefer to print on their own coloured card. We hope that you will encourage players to make their own versions of this game with new sets of calculations.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are 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 non selective 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.

*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 pupils' first languages 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 more 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 Near Hundreds Connect Four Game

When you do this sum: $153+201$ you can solve it by choosing the number nearest to a multiple of a hundred which is 200 and then adding 200 to 153 which makes 353 and then adding the 1 which produces the correct answer: 354

Instructions for Players

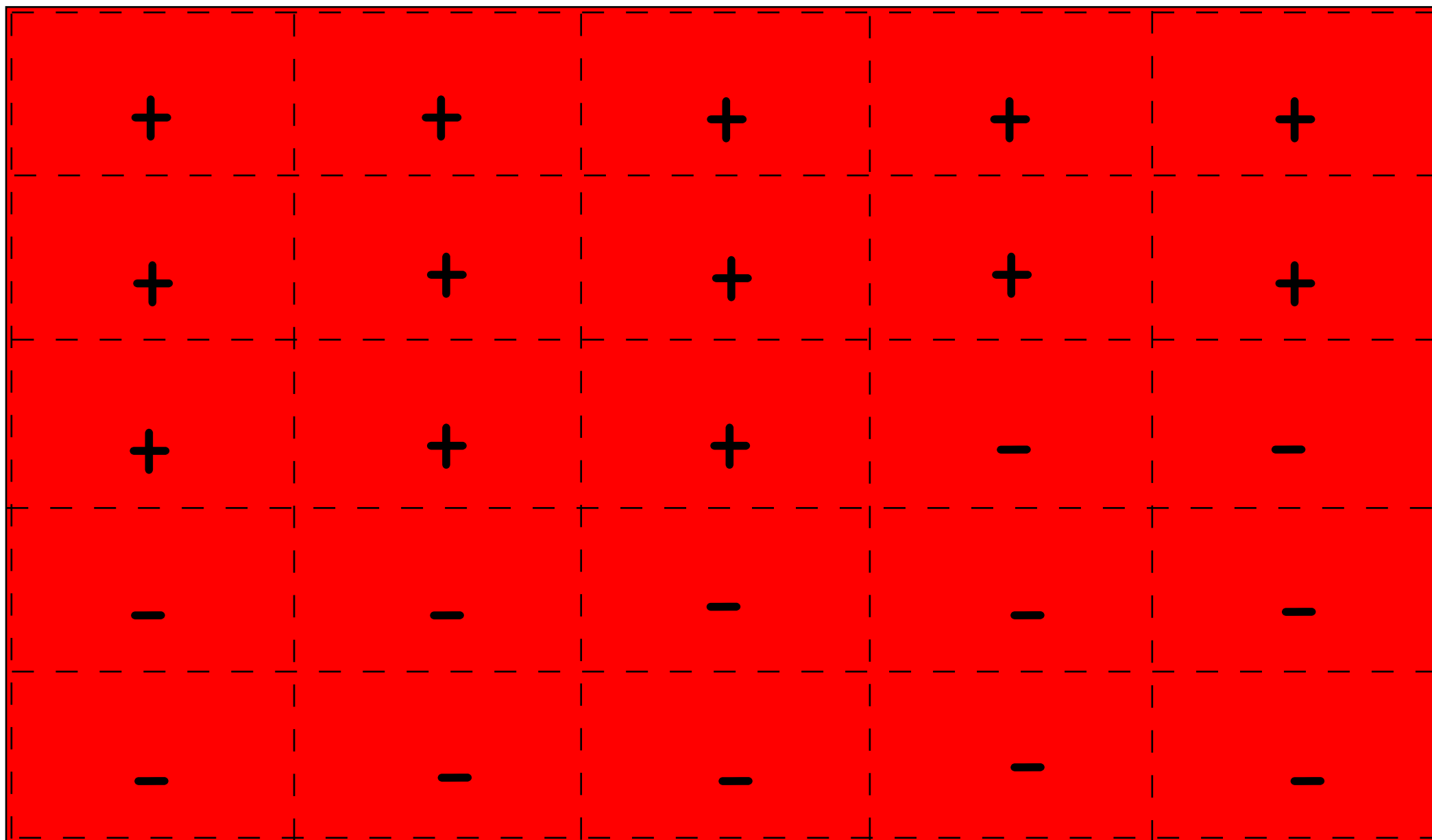
This game can be played by two players or two pairs of players

1. Each player has a set of different coloured cards with plus signs and minus signs. .
2. The aim of the game is to get four of your colour in a straight line (vertically, horizontally or diagonally) and to stop the other player(s) getting four of their colour in a row.
3. Players shuffle their sign cards and place them **face down** either in a pile or spread out.
4. Take it in turns to pick a sign card and place it on the grid board. Look at the calculations on the game board. If you can solve it by adding a multiple of 100 then adjusting by adding, you can put a plus sign on it. If you can solve one by adding a multiple of 100 then adjusting by subtraction, you can put a minus sign on it.
5. The other player(s) can challenge you by asking "Why is that a plus?" or "Why is that a minus?" You must answer by explaining "It's minus because..." or "It's plus because..."

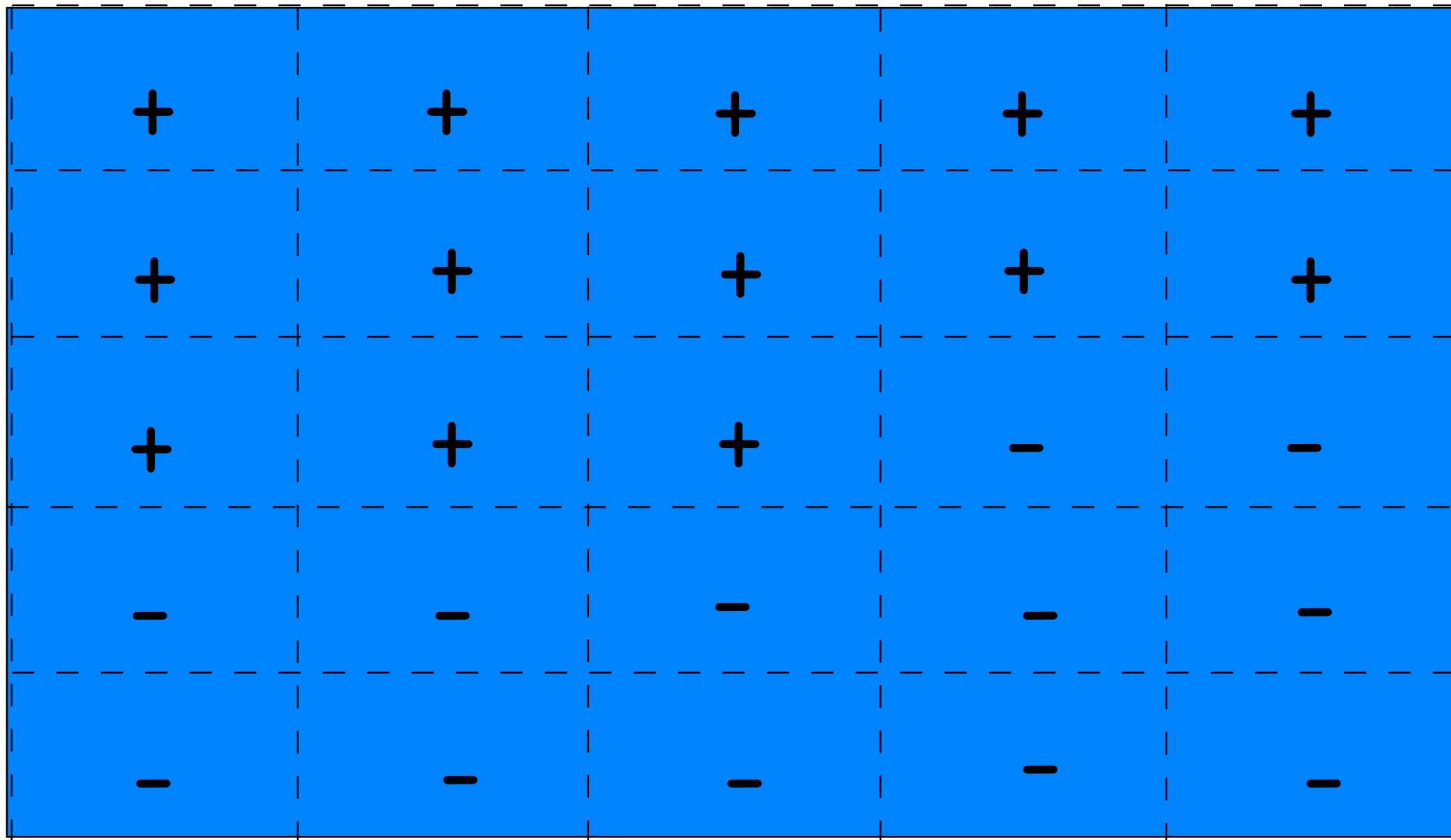
Adding Near Hundreds Connect Four Game Board

$153+201$	$298+365$	$754+199$	$372+302$	$501+366$
$398+456$	$756+201$	$333+201$	$698+167$	$360+101$
$102+248$	$458+399$	$401+163$	$245+299$	$598+163$
$401+163$	$245+299$	$598+163$	$543+202$	$153+201$
$298+365$	$754+199$	$372+302$	$501+366$	$398+456$

Adding Near Hundreds Connect Four Cards



Adding Near Hundreds Connect Four Cards



Adding Near Hundreds Connect Four Cards

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Adding Near Hundreds Connect Four Cards (small) best for A4 board

-	-	+	+	+
-	-	+	+	+
-	-	+	+	+
-	-	-	+	+
-	-	-	+	+

-	-	+	+	+
-	-	+	+	+
-	-	+	+	+
-	-	-	+	+
-	-	-	+	+