

# Words worth

## Learning objectives

### (Y4) Use/apply strand:

Collect, organise and interpret selected information to find answers.  
**(Y4) Calculate strand:** Add or subtract mentally pairs of two-digit whole numbers (for example,  $47 + 58$ ,  $91 - 35$ ).

## Expected prior knowledge

- Use mental and written methods efficiently to add several two-digit numbers.

## You will need

Large whiteboard; photocopiable page 83 (one per child); individual whiteboards or paper.

## Key vocabulary

pence, value, total, order, pairings, near double

## Activity introduction

- Use a large whiteboard to present an enlarged version of this diagram:



- Discuss ways in which the total can be found, addressing a range of strategies, including adding 'convenient' pairs: for example, adding 18 and 17 gives a near double, adding 23 and 12 gives a multiple of 5. You could also add the tens digits first (as the most significant).
- Encourage individual children to declare what is their own preferred approach.
- If time allows, create a similar set of numbers to offer further practice of calculation strategies.

## Activity development

- Provide copies of photocopiable page 83. Alternatively, print directly onto card and cut out the letters as playing cards. Introduce the idea of making a short word with the letters and guide children through the process of calculation to work out what the word is worth. Remind the group about the function of the magic card (which can be used as any letter). Reinforce the associative nature of addition, where the order of addition has no impact on the result.
- Observe the range of calculation strategies employed and ask questions in cases where these approaches are not apparent.
- Encourage the children to show their working where calculations involve written approaches. If you prefer, try to 'capture' some of these processes while the children make informal and temporary jottings on individual whiteboards.
- Encourage the children to collaborate in their choice of letters and the calculation of values. This will help to identify different results arising from careless or occasional errors.
- Ask questions: *In which order did you add the numbers? Were there any easy combinations? Can you make a longer word?*
- Children should enjoy the added challenge of finding a word which beats their own personal best.

## Review

- Review the different scores achieved and re-establish the repertoire of addition strategies used.

## Next steps

- Disregarding the letters, use the set of values to set some direct challenges of a typically closed nature (for example: *Show me two cards with a total of exactly 39p*). Invite the children to write some questions of their own, including some involving subtraction.
- Review the vocabulary specific to the activities covered in the session, especially that detailed above.