

Problem 2: Guess my Number

Teaching and observation points

- using place value to solve number clues
- systematically matching numbers to students
- identifying and creating important information

STAR

Sort out	What is the problem about (playing guess my number)
	What information are you given?
	Where on the page is the important information?
	What are you being asked to find out?
	What are you being asked to do when you have solved the problem given?
Think about	How will you show which numbers you have used and which number goes with which student?
	Which clue do you think you will use first? Why?
	Which clue do you think has to wait until last? Why?
	What strategy do you think will work best for this problem (mainly work systematically)
Action	
Reflect on	Did you need a fix up strategy during this problem? Why was that? (Many students will have given Sarita 375 because it is close to her in the picture, but in fact she had 365)
	What is the common error pattern with Jaden's number (many students will have said 400-20 and then will have added 5, being confused when they could not find 385 on the list).

Problem 2: Guess My Number

"I want each member of your group to choose a number and think of a clue for it." said Mrs Green.

"Then you can show the rest of us your numbers and we will see if we can guess who had each number from your clues."

These are the numbers that the Red Group chose.

110

207

365

375

226



Kym's number has zero in the 10s place.



Sarita's number has 3 in the 100s place.



You can make Tomic's number if you have eleven \$10 notes. .



Jaden's number is 25 less than 400.



What number did Chloe have?

Choose five numbers of your own and write clues for them.

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