

Numeracy Gr 3 Nov 23

Activity 1: Biggest Sum

Materials Needed:

- 2-3 6 or 10 sided die (or use this [number generator](#)); game board below.

Task Instructions:

Play the game as instructed below. If you put the game sheet inside a page protector, your student can write on it with a dry erase marker and wipe off, using the same grid numerous times. It is like an endless addition question generator.



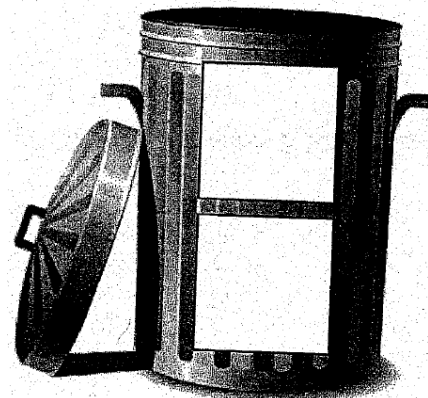
Parent tips:

This is a game to practice the skill of adding two and then 3 digit numbers. Watch that your child is correctly regrouping to make 10's and 100's, and that they are using the partial sums method described in last week's lessons. If they are stuck, go back to last week's lesson and review. If they are fluent with 2 digit addition, use the extra game board to make 3 digit sums.

BIGGEST SUM GAME (3-DIGIT EDITION)

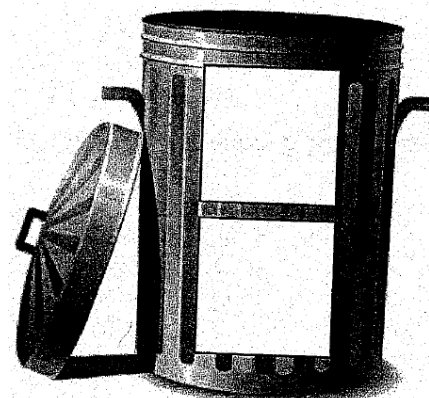
PLAYER A

	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<hr/>		



PLAYER B

	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Biggest Sum Game

A game of strategy – and chance

Students play in pairs. They'll need the "Biggest Sum" line master, a dry erase sleeve and a single 6-sided die.

The goal of this game is to create the largest sum.

Player A rolls the die and, if she wishes to keep it, places her digit in one of the 4 spaces in the addition sentence. If Player A chooses to discard the number instead, she can record the digit in one of the 2 "garbage can spaces". Once she has recorded a number, she may not change its position.

Player B rolls the die and places his first digit, then passes the die back to Player A. Play continues in this way until all 6 spaces on each player's game board are complete. Next, players find the sum of their two 2-digit numbers and compare them. The player with the larger sum wins. A sample game follows:

On her first turn, Player A rolled a 1. She discarded it into the garbage can.

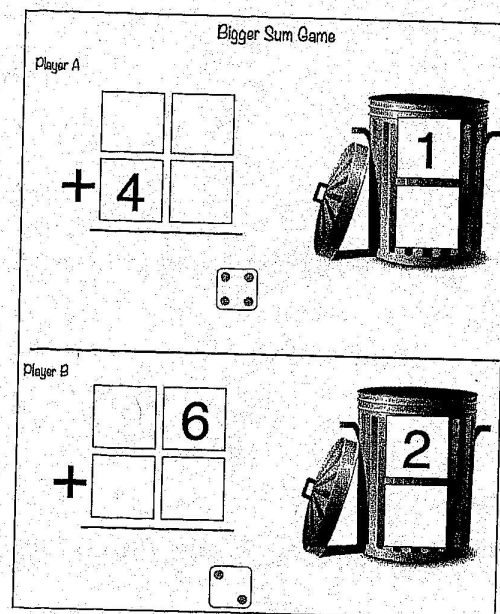
On his first turn, Player B rolled a 6. He opted to keep it, and placed it in the "ones" position in his equation.

Player A rolled a 4 on her second turn. She recorded it in one of her tens positions.

Player B rolled a 2 on his second turn and discarded it.

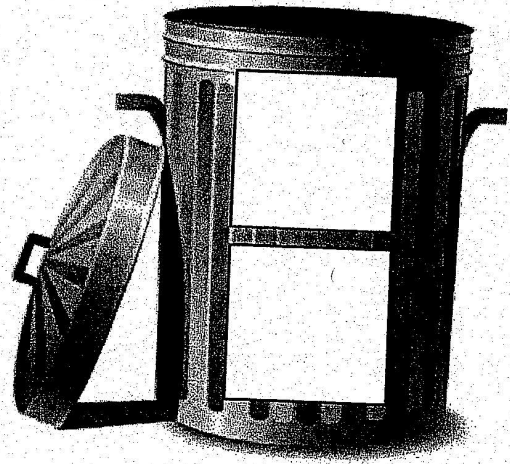
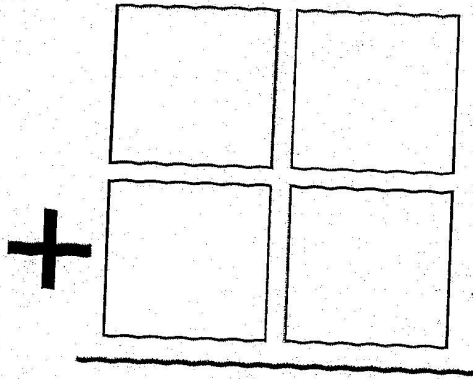
As you introduce this game to your students, model how to play it against a student partner. As you roll and record, be as explicit as you can with your thinking, to allow students to understand your reasoning. Knowing that you are thinking hard about where each number should go is important – after all, this game is not to be played randomly! Students need a great deal of number sense (and of course luck!) to be consistently successful with this game.

Consider also having students play the **Lesser Sum Game** – in which they position their digits so that the total of the two numbers is as small as possible.



The Bigger Sum Game

Player A



Player B

