

➤ Notes for parents. Activity next page.

The purpose of this task is to have your child:

- solve a number problem in several ways and write these down

Think about this:

- Children are encouraged at this year level to **understand** a range of strategies for solving a given problem, and to be able to identify which is the most efficient. This deepens their mathematical understanding. It is likely and reasonable however, that your child will most often use their preferred method.
- In this problem these are the strategies described:

Marie uses *addition*:

$$\$176 + \square = \$392 = \$176 + \$216 = \$392$$

Monty *adds the same to both numbers and subtracts*:

$$(392 + 8) - (\$176 + 8) = 400 - \$184 = \$216$$

Marty *uses a subtraction algorithm*:

$$\begin{array}{r} 81 \\ 392 \\ - 176 \\ \hline 216 \end{array}$$

Minty *uses place value and subtracts*:

$$392 - 100 = 292, 292 - 70 = 222, 222 - 6 = 216$$

- When your child attempts the second problem, suggest that they look carefully at the numbers they found in the first problem.



Activity | What do they know?

Y6

In the last two weeks Marie's large family spent \$392 on groceries. The supermarket docket shows that \$176 was spent this week.

What was last week's grocery bill? \$

Show what these family members do to work this out.

Marie knows she can use addition. Here's how.

Monty knows he can add the same to both numbers, and then subtract. Here's how.

Marty knows he can use a subtraction algorithm. Like this.

Minty knows she can use place value and subtraction. This is what she does.

They all agree that last week's grocery bill was: \$

2 weeks later the cost of the groceries is similar. \$213 was spent in the first week and \$389 in both weeks.

Look carefully at the numbers in both problems. Work out how much was spent in the second week without using any of the strategies above.

