The Biggest Number

Summary

Students are competing in a game show and have a chance to build the biggest number they can by creating two three digit numbers from a random selection of single digits. They then add these two numbers together, the winner is the one with the largest sum.

Main Core Tie

Mathematics Grade 2

Strand: NUMBER AND OPERATIONS IN BASE TEN (2.NBT) Standard 2.NBT.7

Time Frame

1 class periods of 45 minutes each

Group Size

Small Groups

Materials

paper and pencils
manipulatives (ie: unifix cubes, base 10 blocks, number tiles or cards)

Background for Teachers

understand place value strategies for addition and subtraction
familiar with a number of addition and subtraction strategies and when to use them
understand the CRA model of teaching

Student Prior Knowledge

addition and subtraction within 100
a variety of addition and subtraction strategies
understand place value
how to line up numbers for addition and subtraction to maintain place value
composing and decomposing numbers

Intended Learning Outcomes

students will make sense of the problem and persevere in solving it (MP1)
students will create representations to show their reasoning
recognize when to use addition and subtraction and which numbers to use(MP6)
show understanding of addition and subtraction
students will work as a team and use mathematical discourse in solving the problem

Instructional Procedures

Students will play a game show called "The Biggest Number is RIGHT! where they have a chance to create two 3-digit numbers, add them and then determine if they have the biggest number and prove why they should win.

Strategies for Diverse Learners

use base 10 blocks or another manipulative to show computations

provide guided assistance to complete and gradually withdraw the support

Extensions

find the smallest sum
smallest and largest difference
pick different digits

Rubrics

[The Biggest Number](#)

Authors

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