

Wipe-Out

The Game

What you need:

- 1 calculator
- 2 players (Player 1 = P1 – Player 2 = P2)

What to do: Part One

1. Enter any five or six digit number into the calculator e.g. 23 458
2. P1 asks P2 to subtract a number on the calculator that will leave a **zero** in the Thousand's column.
3. P2 asks P1 to subtract a number that will leave a **1 in the Hundred's column** & then read that number aloud.
4. P1 asks P2 to **'wipe out'** the number in the Ten's column to leave a zero & then read that number aloud.
5. P2 asks P1 to **'wipe out'** the number in the Unit's column so that it is replaced by zero.
6. P1 invites P2 to subtract a number that will leave only the number 100 visible on the calculator display.

What to do: Part 2

- Take turns subtracting a number between 1 and 9 inclusive from the number displayed.
- The person who avoids making the calculator display zero is the winner.

IN PART TWO MAKE SURE YOU DO THE ALGORITHM MENTALLY - TELL YOUR PARTNER THE ANSWER & THEN PRESS 'EQUALS' TO CONFIRM YOUR ANSWER

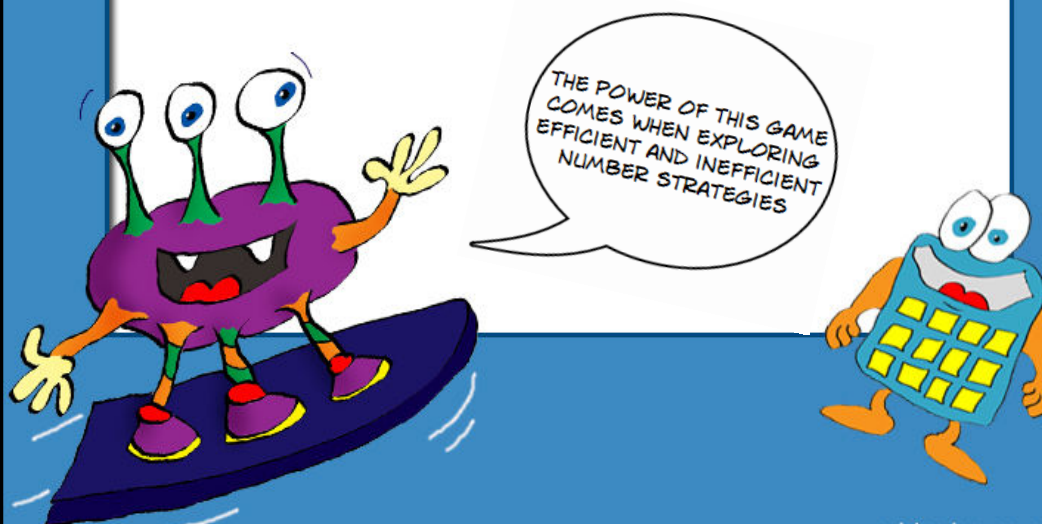


Wipe-Out

Tips & Tricks

For the Teacher

- Play a game with the whole class discussing & demonstrating number strategies.
 - Model a few games in front of the class with: one calculator for you & one for each pair of students - computer calculator on IWB or data projector - draw the calculator display on the whiteboard.
 - 'You are not to change the numbers in any other column. Only the column stated'.
 - 'Don't forget to press the subtraction button on the calculator!!!'
 - You must do the algorithm mentally and tell your partner the solution before you press the 'equals' button.
 - press 'equals' to confirm - reflect on the strategy you used if you arrived at an **incorrect** answer.
- Discuss the developing stages of computations - use of fingers - use of strategies – automacy – ie **'See it, Say it'**
- Fingers work for starters but are a slow inefficient strategy.
 - Why might it be important to achieve 'automacy'?
 - Where are you at as a learner?
 - I know that under stress I revert back to what I'm sure of. Discuss.
 - Walk the room checking the tasks are being done - stand a short while behind the pair that you 'suspect' - you know the ones I mean :)
 - Ask - 'What numeral is in Tens of Thousands, Thousands, Hundreds, Tens, Units column?
 - Ensure the students are verbalising their thinking.
 - Zero is a numeral - the letter O is a letter - insist on mathematical vocabulary.
 - What is the difference between a numeral and a number?
 - Say 'Gee Gee' at the end of the game. It stands for 'Good Game'.



Wipe-Out

Tips & Tricks

- Developing Number strategies

Play the game over a week with different skill / strategy focuses:

- only allowed to subtract 5
- only allowed to subtract 6 (-5 - 1 more)
- only allowed to subtract 7 (-5 - 2 more)
- only allowed to subtract 8 (-10 + 2 more)
- only allowed to subtract 9 (-10 + 1 more)
- Colour in a hundreds grid to find the patterns.
- Discuss 'Jumps to decades'
- How can the 'Facts to Ten' help arrive at answers more quickly?
 $9+1$, $8+2$, $7+3$, $6+4$, $5=5$, $4+6$, $3+7$, $2+8$, $1+9$
- What strategy works for you?

Something to reveal and explore after playing the game for a while :-)

- Here is a sequence of numbers that will help you win the game every time if you start first.
- 91, 81, 71, 61, 51, 41, 31, 21, 11
- What is the strategy or pattern? How will it help you win?

