Maths Week/ Wiki Pāngarau 2025

Survivor Series/Kia Mōrehurehu

Day 1 Set C

For students

What to do for students

1 **You can work with one or two others. Teams can be different each day.**

2 **Do the tasks and write any working you did, along with your answers, in your maths book.**

3 **Your teacher will tell you how you can get the answers to the questions and/or have your work checked.**

4 **When you have finished each day, your teacher will give you a word or words from a proverb. You could ask your teacher to explain what a proverb is.**

5 **At the end of the week, put the words together in the right order and you will be able to find the complete proverb! Your teacher may ask you to explain what the proverb means.**

6 **Good luck.**

NUMBER QUEST

Task 1

The box method for multiplication breaks down multiple digit numbers down into their expanded form and arranges the numbers around a box like diagram.

For example, 26 x 34 is broken down to twenty and six, and thirty and four as shown in the box-like diagram below:

x	20	6
30	600	180
4	80	24

600 + 180 + 80 + 24 = 884

Use this box method to complete the following calculations and check your answer using an alternative method of calculation.

a) 52 x 37
b) 84 x 45
c) 65 x 91
d) 79 x 83

Task 2

Material in this section is part of Thumbs Up! An Introduction to New Zealand Sign Language from the Ministry of Education website (newzealandcurriculum.tahungi.education.govt).
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NZ Sign Language: Numbers 1 -10

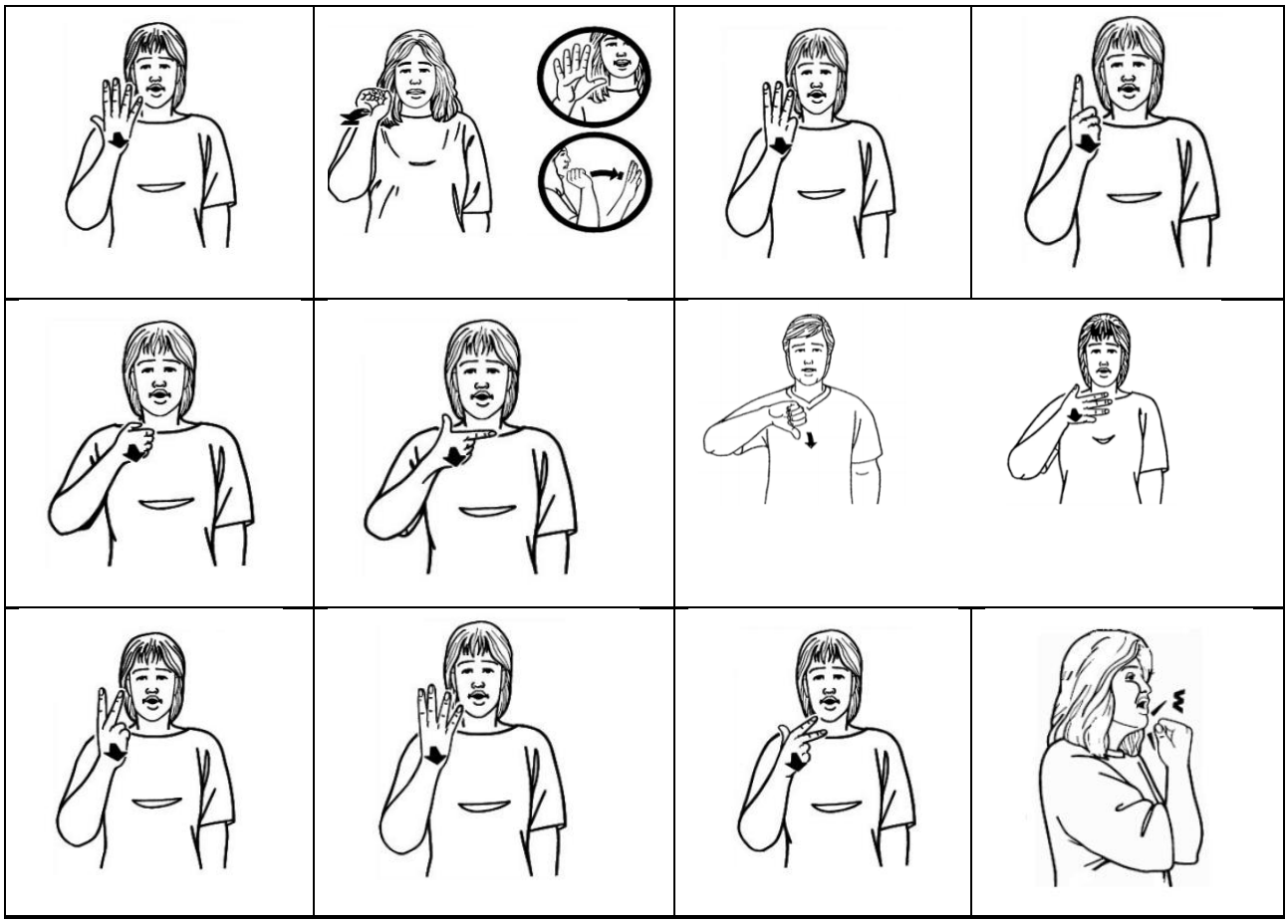
NZ sign language is an official language of Aotearoa along with English and Te Reo Māori. Watch this short clip on how to sign numbers 1- 10.

https://player.vimeo.com/video/226074106

a) After watching the video, practice signing the numbers 1 – 10 with a partner.
b) Which number has two different ways of signing it?

c) Why do you think that the orientation of the hand/fingers is different for different groups of numbers?

d) Match numbers 1 – 10 and the word number with the correct signs.



Task 3

Either with the teacher as the "caller" or in small groups with one student taking the role of the "caller" play Bingo using sign language. The remaining students each write down six numbers between one and ten. The group/class then plays bingo, with the "caller" signing the numbers between one and ten in a random order.

Task 4

NZ Sign Language: Numbers 11 -20

Now you have mastered the numbers up to ten, here are the numbers from eleven to twenty. Watch this short clip on how to sign numbers 11 - 20.

https://player.vimeo.com/video/226074750

After watching the video practice signing the numbers one to twenty with a partner.

Task 5

Play one or both of the following games. After playing these games, perhaps you can think of another game you can modify to allow you to practice signing the numbers 1-20 with your class.

Game 1:

Working with a partner, or as a whole class, one student signs at least the first three numbers in a sequence of numbers and the other students must work out the numbers signed, what the sequence is and what the next number should be. Answers should be written and then checked when everyone has had a chance to write something down. Students should take it in turns to be the person doing the signing.

Here are some example number patterns that could be used:

even numbers, odd numbers, multiples of three (or any other number).

Any set of numbers where there is a common difference between numbers, such as 2, 5, 8, 11 (each number is three more than the last).

Game 2:

The class stands in a circle, or small groups of students stand in a circle. One student starts by signing the number one. Continuing in a clockwise direction, the next student signs the number two, and so on, until it comes to the turn of the student who is number 10. This student sits down and is out of the game. The next student starts over with number one, and the counting continues around the circle, with every tenth person sitting down. The last person standing is the winner.
Now vary the task by changing the pattern. For example, every person who is number three or a multiple of three must sit down. The students may suggest other ways to make this activity even more challenging.