

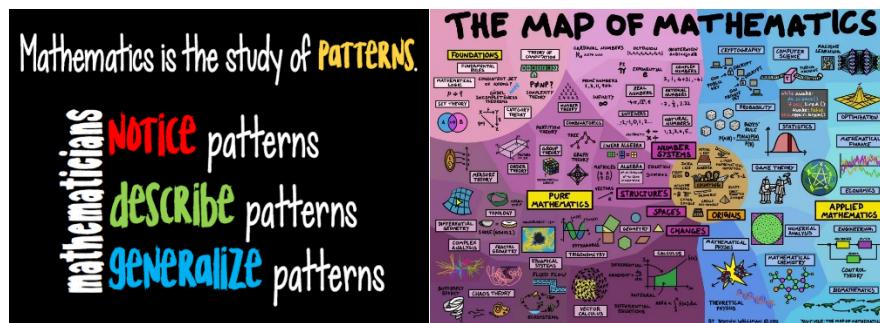
## LAST CHANCE INVESTIGATION – OPTION ONE

### *Mathsplaining!*

Children are invited to learn in pairs and produce a “mathsplaining” resource – it could be a video, text, poster – or any powerful communication tool of your choosing!

**All learners need to do is:**

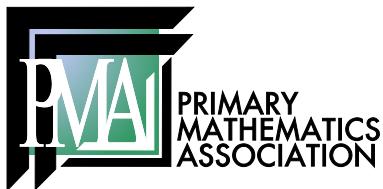
- *Choose a learning partner*
- *Choose an important mathematical concept that they want to “mathsplain”*
- *With their learning partner investigate that concept and make sure they really understand it for themselves*
- *Choose an audience (which year levels are you “mathsplaining” for”)*
  - *Choose a communication tool*
- *Produce a resource that will explain that concept to other learners.*
- *Test it out with at least three learners and collect their feedback*



**When you represent your findings the judges would like to see:**

- ❖ Your “mathsplaining” resource
- ❖ Why you chose this concept
- ❖ The feedback from your three learners

**EMAIL YOUR LEARNING EVIDENCE TO [primarymathsPD@bigpond.com](mailto:primarymathsPD@bigpond.com) with  
the following details: Site Name, Learners Names, Year Level  
DUE BY 5pm on Monday 18<sup>th</sup> October (Week 2)**



PMA POWERFUL LEARNERS  
MATHEMATICS AND NUMERACY  
CHALLENGE 2021

**LAST CHANCE INVESTIGATION – OPTION TWO**  
*The Numerals Game*

Children are invited to learn in pairs (or you could do it as a whole learning group) and produce their own version of the “Numbers” Game (made by Paul Baars, BIS Publishers) – in the numbers game it has between two and four sets of cards that have the numerals from 1-20 on them. What’s special is that the numerals are found in the world around us!

Check some examples out below...



**What numerals would your children put in their set?  
All they need to do is find at least two sets of numerals from 1-20 in their world and represent them on a set of rectangular cards ready to share.**

**When you represent your findings the judges would like to see:**

- ❖ Your images
- ❖ Why you chose these images
- ❖ Your response to this question – did you see more numerals, numbers or number names in your environment? Why do you think this was so?

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