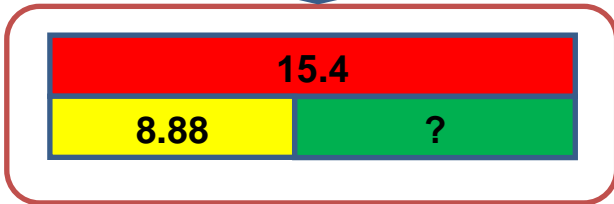# Take One Calculation… (Upper KS2)

Spot the mistake
Show me

Ask pupils to explain the error which has been made.
15.4 – 8.88 = 7.48

Bar model the solution
Show me

15.4	
8.88	?

Give me a silly answer
Show me

"16.6 is silly because the answer is larger.
7 is silly because it is a whole number."

What is the same and what is different?
Show me

15.4m – 8.88m
15.4km – 8.88km
£15.40 - £8.88
15.4cm – 8.88cm

Explore the value of each digit in each number sentence.

15.4 – 8.88 =

3 different strategies to solve
Show me

Pupils may use the bar model as one of their strategies.
Encourage them to find a range of strategies and explore which is most efficient.

Use rounding to estimate
Show me

True or False?
The answer is between 23 and 24.
Prove it!

What number story could match this calculation?
Show me

I had 15.4m of wrapping paper. I used 8.88m.
How much of the roll did I have left?

Explore different manipulatives and then explain the process to a partner
Show me

Base 10
Use the base plate as 1, then the rod as 0.1 and the single cube as 0.01.
Ask pupils to verbalise the process as they go through it.
A pupil could model this on the visualiser in front of the class.

What else do I know?
Show me

Investigate the effect of 0
15.04 – 8.88 =
How will this change the answer? Why? Will the answer get bigger or smaller?
Where could we place the 0 to result in a smaller or bigger answer?

Make it tilt or balance
Show me

15.4 - 8.88 = 16.4 - 7.88
How do you know it will tilt or balance without working it out?

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