

TUG OF WAR

THIS GAME WAS DEVELOPED BY **GOLDIE**, A SUPERSTAR FOUNDATION TEACHER FROM RYE PRIMARY SCHOOL!

Learning Objective

This activity addresses the following principles:

- Subitising numbers up to 5
- Part-part-whole
- Numbers to ten

Curriculum Outcomes

Foundation

[AC9MFN04](#)

partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts.

Year 1

[AC9M1N02](#)

partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones.

Materials

[20-bead Rods](#)

- 30 cm pipe cleaner
- 10 pony beads (colour 1)
- 10 pony beads (colour 2)

[Gameplay](#)

- One 20-bead, Bead Rod. (*See the instructions for making these)
- Dot die (1 – 6)
- *Grip mats for rolling die.

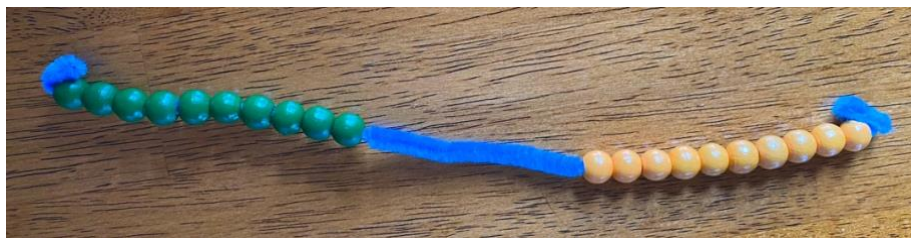
*Optional

Instructions for Game

1. Students work in pairs.
2. They collect **one** 20-bead, 'bead rod' and **one** six-sided die between them.
3. Students face each other and place the bead-rod between them. They will each start the game with 10-beads on their side of the rod.
4. At every turn, a student will roll the die for their partner. This ensures that a student does not begin their turn while their partner is still completing theirs.
5. Student A will roll the die for student B. Student B will slide that number of beads from Student A's collection and add them to their collection.
6. At each turn, the students will state aloud how many beads they now have on their side of the bead rod.
7. At each turn, students will roll the die and steal beads from their partners collection.
8. If a student rolls a number higher than the number of beads on their partners side of the bead rod, they will need to roll again.
9. Game play will continue until one of the students collect all the 20 beads.

Notes

Note: Make the bead rods in a lesson prior to playing this game. This will reinforce student perceptual counting and help them in building trusting the count when playing this game.



Assessment and Differentiation

For extension:

- Use bead strings beyond 20.
- Use two six-sided die and students need to decide which die roll they will use for their turn.
- Students begin with 10 on either side but need to get to zero beads to win. They will remove or subtract the beads from their side at each turn.
- If using bead strings beyond 30, use one 10-sided and one 6-sided die, prompting students to begin working with part-part-whole with teen numbers.

For assessment:

- Ask students to write down their part-part-whole statements after each die roll.
 - When students are first learning part-part-whole, avoid the use of number sentences involving symbols and encourage the use of descriptions instead.
- Stop students after 5 minutes of game play and ask them to describe their bead rod using a three-section think board.
 - They will draw their bead rod.
 - Write a description of their rod as a part-part-whole statement. E.g. I have 10 green beads and 3 yellow beads making 13 beads.
 - Write a description of their partners rod as a part-part-whole statement. E.g. I have 7 yellow beads and 0 green beads making 7 beads.