



# Activity Idea

<b>Activity</b>	Subtraction bowling
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<b>Possibilities for maths learning</b>	<input checked="" type="checkbox"/> Counting	<input checked="" type="checkbox"/> Composition	<input checked="" type="checkbox"/> Cardinality
	<input checked="" type="checkbox"/> Subitise	<input type="checkbox"/> Comparison	<input type="checkbox"/> Measure
	<input type="checkbox"/> Shape	<input type="checkbox"/> Pattern	<input type="checkbox"/> Spatial awareness

<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ Plastic or paper cups or empty plastic bottles (to make bowling pins. You can make one set for the group and one set per 3 children to avoid them having to wait too long for their turn)</li> <li>➤ Tennis ball or bouncy ball</li> <li>➤ Recording sheet (see below)</li> </ul>
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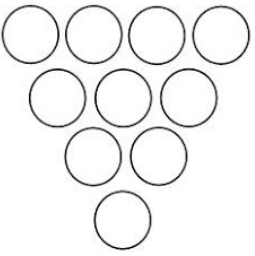
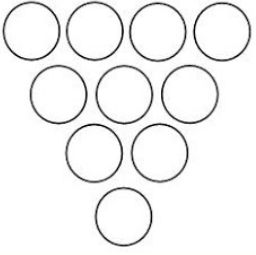
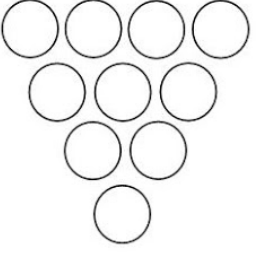
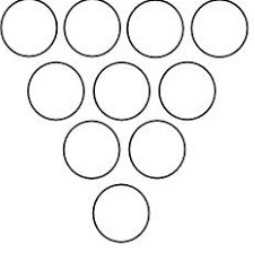
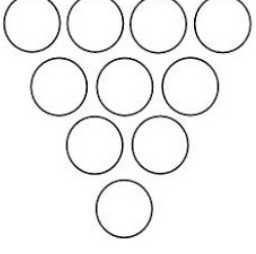
<b>Activity Outline</b>	<p>Set up 10 cups or bottles like pins in a bowling alley (five cups, then four, then three, then two and then one.</p> <p>Firstly model the game. Ask children if they have been bowling before, if they have they will be more familiar with the game. Model how to roll the ball. Model how to record the results and read these out so children become familiar with language such as 'take away'. You might even need to model taking turns and waiting patiently while someone else is taking his/her turn.</p> <p>The first player rolls the ball towards the cups/bottles. They count how many pins (cups) were knocked over and records that number on his/her recording sheet in the first empty space. (For some children it may be helpful to cross out the pins they have knocked over and then count them).</p> <p>The first player then counts how many pins were not knocked down to find out how many pins are remaining and records this. The children can check their answers by counting the number of pins knocked down and the number of pins still standing and arrive at the number 10 (as there is always 10 pins altogether).</p> <p>Encourage children to say the results out loud to develop their use of mathematical language. For example, <math>10 - 2 = 8</math>.</p> <p>Now it's the second player's turn. Keep taking turns until each player has had with 5 or 10 turns.</p> <p>Who knocked down the most pins?</p>
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**Extension  
Opportunities**

- ✓ Create bowling leagues. The children who are grasping the concept easily could play against one another, with pins added to the game, and the children who need additional practice to solidify the concept of 10 can play with other children who also need the practice.
- ✓ As the children gain confidence with the numbers to 10 and then number combinations that make up the number 10 you could increase the number of pins.

# Subtraction Bowling

Name \_\_\_\_\_

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