

# IDEAS

## Gleaned from the 20th Annual MCATA Meeting

*Ideas in this article were adapted from a session by Jim Barnes, presented at the 20th Annual MCATA Meeting held in Red Deer on November 7 and 8, 1980.*

### **These are Special!**

**Grade Level: 2-12**

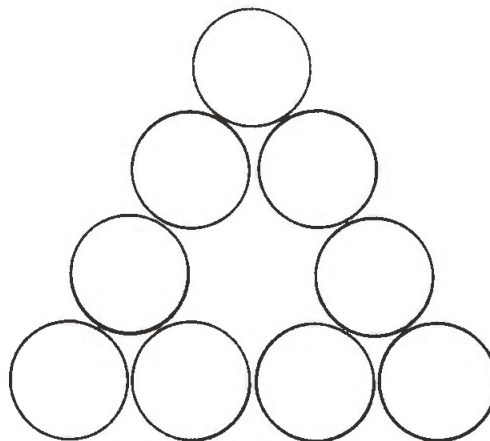
	These are special.	These are <i>not</i> special.	Which of these are special?
Decide on any mathematical concept. Put examples of the concept in the left column, non-examples in the centre column, and some examples and some non-examples in the right column. Students are to decide which of those in the right column are examples.			
EXAMPLE: Prime numbers	2,11,13,47	1,4,15,39	5,9,21,53

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### **Number Puzzle**

**Grade Level: 4-8**

1. Use each of the digits 1-9 once so that the sum of each side is 17.
2. Rearrange so that the sum of each side is 20.
3. Rearrange again to make the largest sum. What is the largest sum?



## Other IDEAS

27	3	64	4
1	1	343	7
	6	8	2

What number goes in the empty cell to maintain the pattern?

In this figure, each letter stands for a different digit. Row one represents a three-digit number.

Q R Q  
R T  
Q

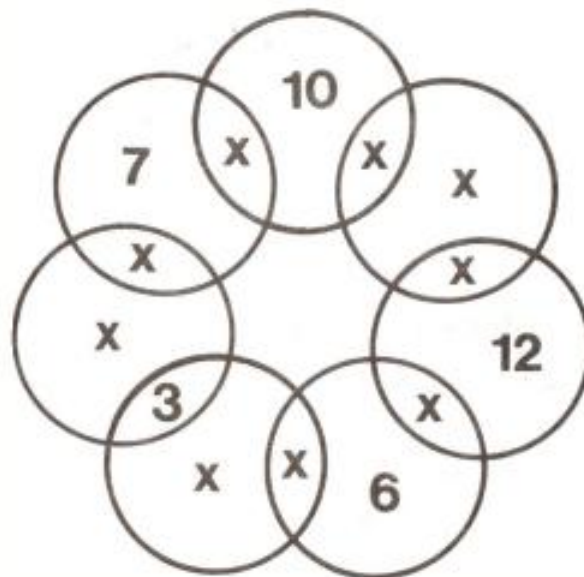
Row two represents a two-digit number that is the sum of the digits in row one. Row three is a single-digit number that is the sum of the digits in row two. Find the digits. All numbers are in a base ten notation.

### Make 21

	5	4	
8			2
1			7
	9	0	

Put the *same* number in each corner to make the sum of each row and each column 21.

### Make 21



Make the sum of the three numbers in each circle 21. Use only the numbers 1-14 and each number only *once*.