



## \$100 or bust

Use this game to review and practise making simple money calculations using whole-dollar amounts.

Teaching strategies involved:

Collaborative Learning; Concrete, representational, abstract; Metacognitive strategies; Questioning

### Overview:

This game is for two players. It's a great way to tune back into the money system and practise making whole-dollar calculations. It also provides opportunities for students to think strategically about their total amounts in relation to \$100 when making play decisions.

### Materials:

For this task, each pair of students will need:

- two six-sided dice
- paper
- pencil or pen
- copy of the Race to \$100 playing key (attached)

### How to play:

Both players start at \$0.

Players take turns to:

- roll the two dice
- check the value of each roll on the Race to \$100 key
- decide which amount to add to their cumulative total.

The object of the game is to get to, but not exceed, \$100. If a player wishes to skip a roll, they can do this by saying 'stop'. Once a player 'stops' they can't start again. The winner is the player who is closest to \$100 without going 'bust'.

It's in the best interest of each player to observe the computations made by their opponent. Cases where there is doubt about the precision of a subtotal are great opportunities to use mathematical reasoning!



Image credit: Alamy Stock Photo/Van Vliet

Roll	Collect
1	 <small>Image credit: iStock.com/hedigital</small>
2	 <small>Image credit: iStock.com/hedigital</small>
3	 <small>Image credit: Alamy Stock Photo/Sun Malaysia</small>
4	 <small>Image credit: Alamy Stock Photo/Sun Stock</small>
5	 <small>Image credit: Alamy Stock Photo/Melissa Jones</small>
6	 <small>Image credit: Alamy Stock Photo/Sun Vliet</small>



## Example game:

Player 1 rolls a 2 and 5. They choose to use the 5 and add \$20 to their total.

Player 2 rolls a 1 and 6. They choose to use the 6 and add \$50 to their total.

Player 1 rolls a 2 and a 3. They choose to use the 3 and add \$5 to their total, making \$25.

Player 2 rolls two 4s. They don't have a choice and add \$10 to their total, making \$60.

Player 1 rolls a 5 and a 2. They choose to use the 5 and add \$20 to their total, making \$45.

Player 2 rolls a 5 and a 6. They choose to add \$20 to their total, making \$80.

Player 1 rolls a 1 and a 2. They choose to use the 2 and add \$2 to their total, making \$47.

Player 2 rolls a 3 and a 6. They choose to use the 3 and add \$5 to their total making \$85.

Player 1 rolls two 6s. They add \$50 to their total, making \$97.

Player 2 rolls a 1 and a 5. They choose to use the 1 and add \$1 to their total, making \$86.

Player 1 says 'stop' and stays at \$97.

Player 2 rolls a 1 and a 2. They choose to use the 2 and add \$2 to their total, making \$88.

Player 2 rolls a 3 and a 4. They choose to use the 4 and add \$10 to their total, making \$98.

Player 2 wins.

Player 1	Player 2
\$20	\$50
\$25	\$60
\$45	\$80
\$47	\$85
<u>\$97</u>	\$86
	\$88
	<u>\$98</u>



## Variations:





For a shorter game, play **\$50 or Bust**. Change the value of 6 on the dice from \$50 to a 'wild card' where students can pick any of the five values above (\$1, \$2, \$5, \$10, \$20).

For a different challenge, play **Nearest to \$0**. In this version, both players agree on a starting point up to \$100 (e.g. \$50, \$80, \$100) and subtract from their total on each turn. Negative amounts are out of bounds. If a player goes below \$0 by subtracting, they lose. Like in \$100 or Bust, if a player wishes to stop rolling, they can do so by saying 'stop'.



## or Bust

Image credit: Alamy Stock Photo/Ivan Vdovin

Roll	Collect
1	 <p>Image credit: Istock.com/hddigital</p>
2	 <p>Image credit: Istock.com/hddigital</p>
3	 <p>Image credit: Alamy Stock Photo/Ben Molyneux</p>
4	



<p>5</p>	<p>Image credit: Alamy Stock Photo/Eye-Stock</p> 
<p>6</p>	<p>Image credit: Alamy Stock Photo/Melissa Jooste</p> 