

SHOOT & SCORE



THE MATHEMATICAL
ASSOCIATION OF VICTORIA

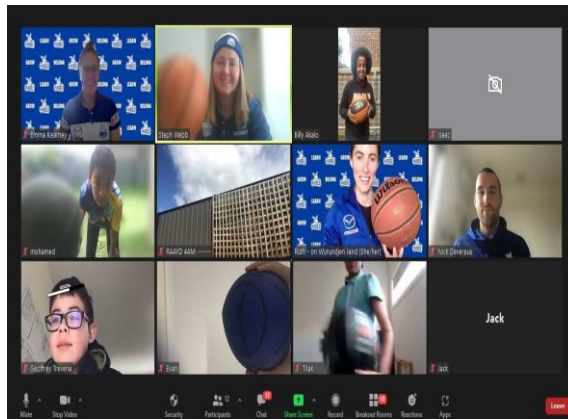
In the spirit of reconciliation, The Huddle acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community.

We pay our respect to elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



00:00

00



Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.

- Nelson Mandela







Math Hoops



Curriculum & Resources

LFCA

Program Resources ▾ Events ▾ Class Data ▾ Checkpoints Board Game ▾ Support ▾

/VIDEOS

Search for Resource

Enter search terms...

More Resources

Curriculum/Documents

Tips of the Week

Tutorial Videos

NBA Math Hoops Tutorial #5 - The Tipoff and Timing

1) Team with the higher number goes first.

2) The higher number determines which side of the board each team starts on.

MORE VIDEOS

0:24 / 1:09

YouTube

NBA Math Hoops

2021


Season Guide

BOARD GAME EDITION

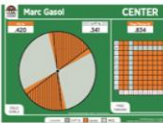
LESSON 05 The NBA Draft

Math Hoops

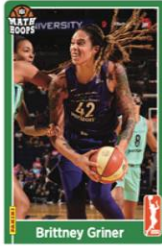
In NBA Math Hoops, you will draft five players to play on your team. You want to choose the players that are most likely to make the shot or free throw when called upon. To practice, compare the following players!



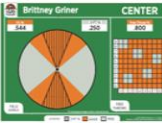
Marc Gasol



VS



Brittney Griner



- 1 What is Marc Gasol's Field Goal Percentage (FG%)? Write your answer as a decimal.
For example: .340
Marc Gasol's FG% is _____
- 2 What is Brittney Griner's Field Goal Percentage (FG%)? Write your answer as a decimal.
For example: .450
Brittney Griner's FG% is _____
- 3 Who is more likely to make a shot?
Circle one of the player cards above.

MATHEMATICS CURRICULUM

GRADE 4

GRADE 5

GRADE 6

GRADE 7

NUMBER AND ALGEBRA

Recall multiplication facts up to 10×10 and related division facts (VCMNA155)

Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (VCMNA156)

Use estimation and rounding to check the reasonableness of answers to calculations (VCMNA182)

Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183)

Solve problems involving division by a one digit number, including those that result in a remainder (VCMNA184)

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (VCMNA185)

Compare, order and represent decimals (VCMNA190)

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)

Make connections between equivalent fractions, decimals and percentages (VCMNA217)

Investigate index notation and represent whole numbers as products of powers of prime numbers (VCMNA238)

Apply the associative, commutative and distributive laws to aid mental and written computation and make estimates for these computations (VCMNA240)

MEASUREMENT AND GEOMETRY

Use a grid reference system to describe locations. Describe routes using landmarks and directional language (VCMMG199)

STATISTICS AND PROBABILITY

Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178)

Recognise that probabilities range from 0 to 1 (VCMSP204)

Describe and interpret different data sets in context (VCMSP207)

Describe probabilities using fractions, decimals and percentages (VCMSP232)

Compare observed frequencies across experiments with expected frequencies (VCMSP234)

Interpret secondary data presented in digital media and elsewhere (VCMSP236)

Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (VCMSP270)

Describe and interpret data displays using median, mean and range (VCMSP271)

GENERAL CAPABILITIES CURRICULUM	GRADE 3+4	GRADE 5+6
<p>CRITICAL AND CREATIVE THINKING</p>	<p>Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)</p>	
<p>PERSONAL AND SOCIAL CAPABILITY</p>	<p>Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)</p>	<p>Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p>Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p>
<p>ETHICAL CAPACITY</p>	<p>Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004)</p> <p>Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>	<p>Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009)</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>

GOAL!

INSPIRING BRIGHTER FUTURES



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ROOKIE CARD



NAME: *Betsy*

DATE OF BIRTH: *25/11*

CITY OF RESIDENCE: *Melbourne*

PLAYER POSITION: *Umpire*

MEASUREMENTS	PHYSICAL STRENGTHS
Height: <i>120cm</i>	1: <i>running</i>
Arm span: <i>119cm</i>	2: <i>strong</i>
Shoe size: <i>4</i>	PERSONAL STRENGTHS
Foot length: <i>23cm</i>	1: <i>funny</i>
Forearm length: <i>21cm</i>	2: <i>honest</i>

- Shot Challenge
- NBL Trophy Design
- Road Trip
- Final Minute
- A day in the life
- Rookie Card



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“The GOAL! narrative, the engaging activities, and the strong connection to basketball all work together to capture the students’ interest.”

Ben - Classroom Teacher, Windsor Primary School, Victoria

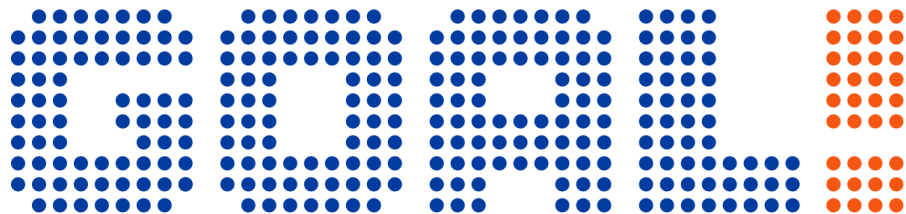


“It was high student engagement - peers communicating, using mathematical language, comparing, reasoning, measuring, justifying, analysing...”

*Jane - Classroom Teacher
Eagle Point Primary School, Victoria*



WHAT'S NEXT?



INSPIRING BRIGHTER FUTURES

- Download lessons at www.thehuddle.org.au
- Provide feedback to win prizes



Math Hoops

- Register for educator training www.thehuddle.org.au
- Access games following training

TO GET IN CONTACT



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