Target Number (BEDMAS intro)

Task Setup:

1. **Choose a Target Number:** For example, pick a number like 24 or 100.

2. **Provide a Set of Numbers and Operations:** Give students a set of numbers, say 3, 4, 5, and 6, and allow them to use addition, subtraction, multiplication, and division (but no exponents).

3. **Challenge**: Ask students to use the provided numbers and operations to reach the target number, following BEDMAS.

Guidelines:

- They must use each number exactly once.

- They can try multiple approaches but must show their steps to explain why their approach works or doesn't work.

- Once students reach the target number, challenge them to see if they can find multiple ways to get there.

Extensions (for a High Ceiling):

- Ask if they can create an expression for other target numbers using the same set of numbers and operations.

- Encourage students to reflect on where BEDMAS is essential to avoid errors.

This task encourages the exploration of different orders, reinforcing the concept of BEDMAS while accommodating various skill levels

Target Number – introduce the order of operations

A list of 20 target numbers with four numbers each that can be used to reach the target using **addition, subtraction, multiplication, and division**, applying BEDMAS. Each target can be achieved by using each number exactly once, and there are often multiple ways to reach each solution, giving flexibility in how students approach the task.

Target Number	**Numbers to Use**
10	1, 2, 3, 4
12	2, 2, 3, 6
15	1, 3, 5, 6
18	2, 4, 6, 8
20	2, 3, 4, 5
24	3, 4, 5, 6
25	1, 4, 6, 10
30	2, 5, 6, 9
36	3, 5, 6, 7
40	4, 5, 6, 10
45	3, 5, 7, 9
50	5, 6, 8, 10
60	4, 5, 7, 12
75	5, 6, 9, 15
80	5, 8, 10, 12
90	5, 6, 10, 15
100	4, 8, 12, 16
120	6, 8, 10, 12
150	5, 10, 15, 20
200	10, 15, 20, 25