# **Math Tasks: Primary (Grades 1-3)**

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| **Monday, October 19** |
| **Learning Goal: I am learning to give and follow multi step instructions involving movement from one location to another, including distances and half- and quarter-turns.** |
| **Materials:** Game board, 2 whiteboard dry erase markers (different colors).**Game Objective:** The game is won by making two straight lines of 4 in a row. The two lines may share 1 common marker. The first person or team to do this wins the game.**Skill Objective**: Allow students to practice the concept of graphing coordinate points in a fun, engaging, and meaningful fashion. **How to Play:*** Print off the game board
* Decide who will go first by using the "rock, paper, scissor" method.
* Player 1 selects a point by giving the coordinates and placing his/her marker on that point. Player 2 must be sure to watch carefully to be sure that Player 1 properly places their piece on the board (remembering that X comes before Y).
* At this point it becomes Player 2's turn. Player 2 repeats step 3.
* Players alternate turns until someone has successfully made two straight lines of four in any direction. The two winning lines can share one marker or be completely separate.

Source: <http://www.pepnonprofit.org/uploads/3/4/0/7/34070191/coordinate_fours.pdf> |  |

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| **Tuesday, October 20** |
| **Learning Goal:** I am learning to sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles |
| **Task: Shapes in Boxes*** Find an empty box, such as a cereal box or facial tissue box.
* Unfold the box carefully by detaching the tabs that hold the box together.
* Then flatten the box.
* Your box might look something like this.
* Examine the flattened box; identify the different shapes.
* Label the different shapes.
* Try this activity with a variety of boxes.

**Thinking Questions:*** How were the boxes similar? How were they different?
* Which shape was more difficult to identify? Why?

Source: <https://www.mathies.ca/files/Patterning%20and%20Algebra%20Grade%201.pdf> |   |

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| **Wednesday, October 21** |
| **Learning Goal:** I am learning to use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions. |
| **Task: Impossible, Possible or Certain*** Talk about possible events in your life.
* Discuss whether these events are impossible, possible or certain to happen in your life.
* Talk about events that are impossible to happen right now in your life.

**Thinking Questions:*** Are there events that are unlikely to happen now but are more than likely to happen when you are older? What do you think that is?
* Are there events that do happen right now that will unlikely happen when you are older ?Why do you think that is?

Source: <https://www.mathies.ca/files/Data%20Management%20and%20Probability%20Grade%201.pdf> | Events: * Certain: You will go to sleep.
* Possible: You will go outside this week.
* Impossible: We will fly around the park.
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| **Thursday, October 22** |
| **Learning Goal:** I am learning to create and translate patterns using various representations, including shapes and numbers. |
| **Tasks: Growing Patterns****Materials:** * small objects (e.g. buttons, pebbles, coins)

**Rules:** * Create a growing pattern and explain how the pattern grows. For example, explain, “I add 2 more pennies each time” or “The pattern is adding 1 each time.”
* Try creating some other patterns.
* Create the first four terms of a growing pattern and extend the pattern by constructing the next three terms. Explain how you can extend (grow) the pattern.

**Thinking Questions:*** What did you do to get points?
* Was it difficult to think of addition and subtraction at the same time? Why or why not?

Source: <https://www.mathies.ca/files/Patterning%20and%20Algebra%20Grade%202.pdf> |   |

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| **Friday, October 23** |
| **Learning Goal:** I am learning to compose and decompose various structures, and identify the two-dimensional shapes that these structures contain. |
| **Task: Toothpick Shapes Game****Materials:*** Die, Toothpicks

**Rules:*** Players take turns rolling a die. The number rolled is the number of toothpicks each player takes to make a shape.
* If players use three toothpicks, the shape of the triangle is as shown. The shape must be closed; no gaps in between toothpicks.
* If the die shows a 1 or 2, the player does not take any toothpicks and the turn passes to the other player
* The first player to make all four shapes (triangle-3 toothpicks, quadrilateral-4 toothpicks, pentagon-5 toothpicks, hexagon-6 toothpicks) wins the game.

**Thinking Questions:*** What strategy did you use to make your shapes?
* How would you describe the shapes you made?

**Source:** <https://www.mathies.ca/files/Geometry%20and%20Spatial%20Sense%20Grade%203.pdf> |  |

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