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

|  |  |  |
| --- | --- | --- |
| **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> | |  |

# 

# 

|  |  |  |
| --- | --- | --- |
| **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> | |  |

# 

|  |  |  |
| --- | --- | --- |
| **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. |

# 

|  |  |  |
| --- | --- | --- |
| **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> | |  |

# 

|  |  |  |
| --- | --- | --- |
| **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> | |  |

# 