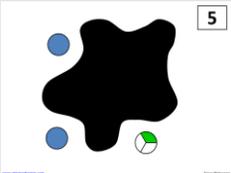# Math 4 - 6 Activities- Menu B
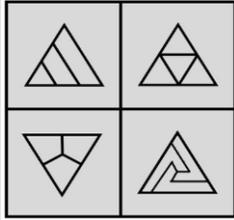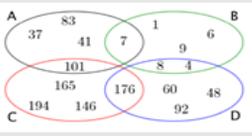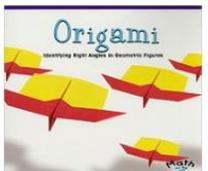
Instructions: Each day, choose from the options below. Choose as many or as few as you have time for.

Upper Canada District School Board

Creating Futures, Leading and Learning for All

	Monday	Tuesday	Wednesday	Thursday	Friday
Estimation	Estimate how many almonds are in the ¼ measuring cup by visiting Day 6. Instructions can be found here.	Estimate how many almonds are in the large container by visiting Day 7. Instructions can be found here.	Do you think your height is greater than, less than, or equal to 8 times the span of your hand? Investigate.	If the area of the small box is 1 square unit, what do you estimate is the area of the larger box? View here.	Estimate how far an object is away from you. Visit this link with great tips for estimating distance.
Talking about Math	Record the high and low temperatures for each day. Calculate the daily range in temperature.	How Many? 5	Collect 5 food items measured in **grams**. What is the **median** mass of the 5 items? Include a 6th item. Will this change the median? If so, how?	Which One Doesn't Belong?	Which cube's face is more yellow? How do you know?
Activities / Games	**Tic-Tac-Toe to 15** Using each digit 1-9 only once, two players take turns attempting to reach a sum of 15 by adding 3 digits in a row. **You cannot begin with 5 in the centre.**	**HIgher/Lower** Player 1thinks of a number between 0 and 500. Player 2 must identify the number in as few guesses as possible. Player 1 responds to each guess only with higher or lower clues.	**Baking Day** ✓ Select a recipe ✓ Double or halve the recipe ✓ Be sure to calculate the new measures for each ingredient	**Card Game: What's the Difference?** Two players challenge each other to determine the difference between a 2-digit number and a 1 –digit number.	**Dice Game: Dice Duel** Partners each roll 3 dice and create the largest 3-digit number from their roll. The player with the higher number scores a point. First player to 10 points wins!
Problems	Would you rather have a savings account that earns 2 cents daily or $7.25 per year? Justify your thinking using mathematics.	I am a 4-digit odd number. The sum of my digits is 20. The hundreds digit is double the value of the tens digit. Who am I? How many other 4-digit numbers would solve this riddle?	**Venn Diagram Sort** Click this link to access the activity! Solution	Alex enjoys jigsaw puzzles. On average, he will correctly place a puzzle piece every 30 seconds. Can Alex complete a 1 000 piece puzzle in eight hours? Explain your thinking.	Study the graph below. Click this link to access the activity. Solution
Technology	✓ Listen/read online ✓ Test yourself STUDY JAMS! Home Math Science Data Analysis Range	✓ Read online ✓ Create your own origami Origami	✓ Listen/read online ✓ Explore WATCH OUT! and TRY IT! STUDY JAMS! Home Math Science Step by Step Median	✓ Read online ✓ Begin your own quest for angles Sir Cumference the Great Knight of Angleland	✓ Listen/read online ✓ Explore WATCH OUT! and TRY IT! STUDY JAMS! Home Math Science Step by Step Elapsed Time

Estimation 180

Step 1 – Log into http://www.estimation180.com/day-6.html

Step 2 – Notice how many almonds appear to fill the ¼ measuring cup.

Step 3 – Make an estimate for the number of almonds that would be too low, too high and reasonable and explain your reasoning.

Step 4- Press the triangular PLAY button to reveal the exact number of almonds in the measuring cup.

How many almonds in the cup?

1/4 cup

Estimation 180

Step 1 – Log into http://www.estimation180.com/day-7.html

Step 2 – Notice how many almonds appear to fill the plastic container.

Step 3 – Make an estimate for the number of almonds that would be too low, too high and reasonable and explain your reasoning.

Step 4- Press the triangular PLAY button to reveal the exact number of almonds in the plastic container.

How many almonds in a new container?

stimation180.com/uploads/1/3/8/8/13883834/07_orig.jpeg

ESTIMATION180.com

Area Estimation Activity

If the area of the small box is 1 square unit, what do you estimate is the area of the larger box?

How Far Away is That?

Estimate the distance between you and an object. Be sure to visit the link below for a great strategy to support your estimate:

Estimate How Far Away

Here is a clever method to estimate how far away something is:

- Hold your arm straight out, thumb up
- Close one eye, align your thumb with distant object
- Switch eyes (don't move your thumb!)
- Your thumb will seem to change position

Now ... estimate how far it moved sideways (you could imagine the length of a car or something).

Multiply that by 10 and you have an estimate of how far away.
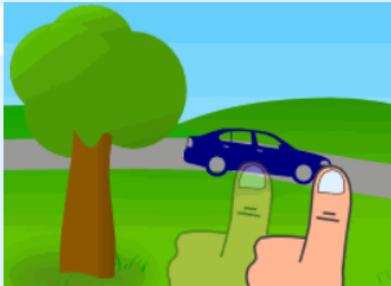
Example

Here your thumb seems to jump about **half a car length**.
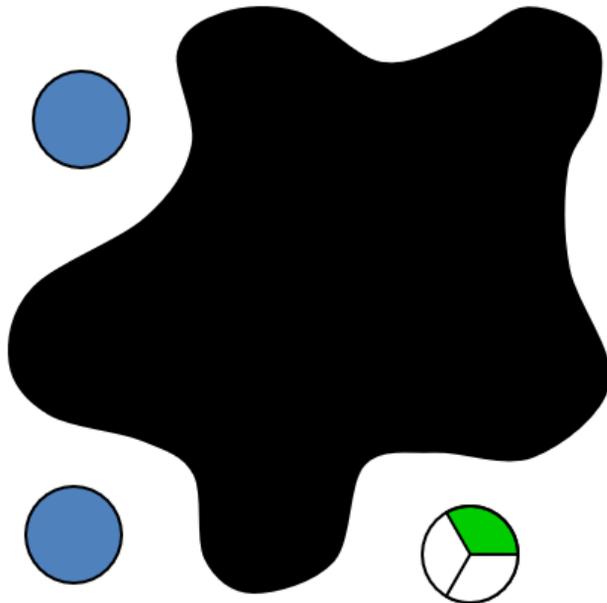
Half a car length is about **2.5 metres**.

Times 10: the car is **about 25 metres away**.

The "thumb" strategy will be a great one to explore with your family!

https://www.mathsisfun.com/measure/estimate-distance.html

Splat

Some Questions to Ask

- What is the value of the dots, outside the splat? How do you know?

- How many dots are hiding under the splat?

- How do you know?

- How might another child figure it out?

- What number sentence could represent this splat?

Note:
In a splat, the number in the box tells how many dots there are in total. There are an equal number of dots under each splat of the same colour.

Which One Doesn't Belong?
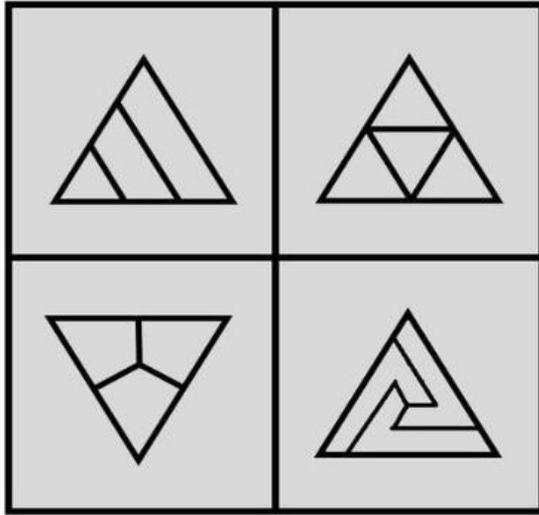
Step 1: Examine the four images.

Step 2: Identify the one you believe doesn't belong. Explain your reasoning.

Step 3: Imagine another student has chosen a different image as the one that doesn't belong. What might be their reasoning?

Challenge: Provide an argument for each of the four images not belonging with the others.

https://wodb.ca/shapes.html

What's The Difference Card Game

- ❑ **Number of Player**s: Two
- ❑ **Materials**: A deck of cards. Remove all Face Cards (Jacks, Queens and Kings) and the tens. An Ace will have a value of 1.

How To Play:
- ❑ **Step 1** – Shuffle the deck of cards and divide the deck into two equal piles, one for each player.
- ❑ **Step 2** – Each player turns over their first two cards. This will form the 2-digit number that they will start with.
- ❑ **Step 3** – Each player then turns over their next card and subtracts that value from their previous 2-digit number.
- ❑ **Step 4** – Both players must confirm or challenge the thinking of both subtraction facts.
- ❑ **Step 5** – The player who correctly solves their subtraction question first collects all six cards and the play continues.
- ❑ **Step 6** - The game ends when one player has collected all the cards.

Variations:
- ❑ A child may play the game on their own to reinforce their subtraction skills.
- ❑ Players may turn over one card at first, identifying the amount that will be subtracted. Then on a "Go," signal, turn over the next two cards creating the 2-digit number from which they will subtract the 1-digit value.

Tumble Math

Please visit the following link @ https://vlc.ucdsb.ca/az.php?v=8417

to access the TumbleBook library for the texts: