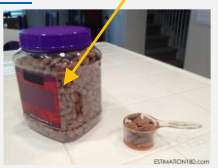
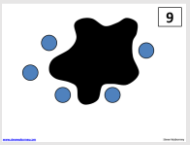
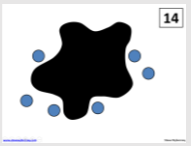
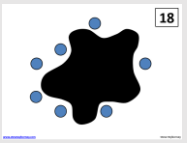
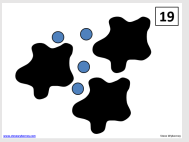
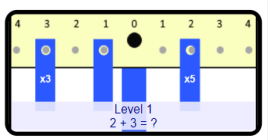
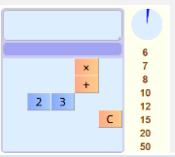
Math 1-3 Activities Menu C

Upper Canada District School Board

Creating Futures, Leading and Learning for All

Instructions: Choose from the options below. Enjoy as many or as few as you have time for.

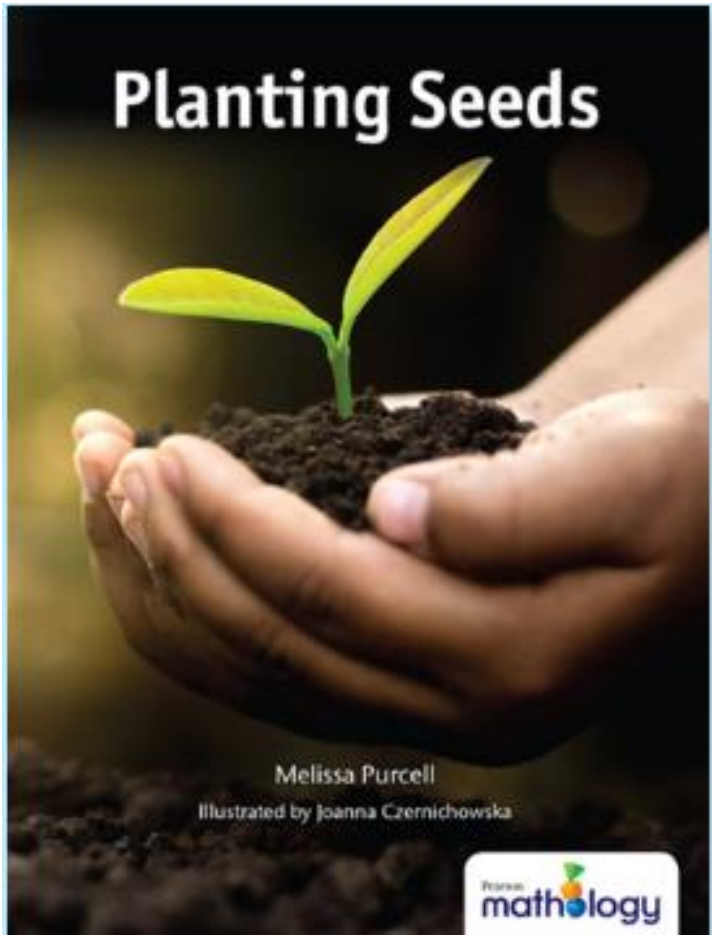
	Monday	Tuesday	Wednesday	Thursday	Friday
Estimation		Estimate how many of something…	Estimate how many times you can do these things in 100 seconds: - clap your hands - say the alphabet - count to 100 - touch 4 different walls - *Your choice*	Predict how many vehicles will pass by your home in 5 minutes. Were you close? How many would you expect to see in 30 minutes? 45 minutes? 1 day? How did you know?	How many almonds are in the jar?  How many cups of almonds could fill the jar?
Talking about Math		**Splats?** 	**Splats?** 	**Splats?** 	**Splats?** 
		How many dots are hiding under the Splat? How do you know? https://stevewyborney.com/2017/02/splat/			
Activities / Games	Easter Monday	Walk around your neighbourhood until you pass 5 fire hydrants (try counting backwards). Do the same for other items: bikes, dogs…	Games with a deck of cards Build the Biggest	Counting by 2s, find the next digit(s) on the license plates of vehicles on the road. Do the same while counting by 3s, 4s…	Games with Number Cubes Addition Squares Game Multiplication Squares Game
Problems		Direct your child toward a mystery object in your yard, using landmarks and directional cues (left; right; in-front of; behind; beside). Extension: try using cardinal directions.	Draw a treasure map of Tuesday's choice. How far have you gone?	What comes next in the list of letters? How do you know? O T T F F S S E __ __ Solution	Riddle: The ages of a father and son add up to 66. The father's age is the son's age reversed. How old could they be? Possibilities - click here
Technology		Number Catcher	Mathology Little Book Planting Seeds	Number Balance 	Broken Calculator 

Please click on this icon, wherever you see it, to access Indigenous content.

Navigation is a valuable skill to learn. Being aware of your surroundings and determining the best direction to travel could prove to be life-saving.

Watch the story attached to understand one way the Inuit have learned to help themselves and others in doing so.

The Gift of the Inuksuk



- **Read / Listen** to the story
- **Reading the Story:** As you read the story, encourage your child to follow along as the seeds are planted. Your child can count and compare the number planted and the number harvested. After reading, engage your child in finding the difference between numbers in their daily lives. For example: It takes 30 minutes to eat dinner and only 10 minutes to eat breakfast. How much longer does it take to eat dinner?

- **Design Your Own Garden**: With your child, explore your outdoor space (including nearby parks or the school yard). Together, design a plan for a garden and choose what to plant based on what is most appropriate in your setting. Encourage your child to organize plants into rows. Ask her/him to tally the number of plants in each section and record the total number of plants in the garden.

"Land is important, as well as understanding where you are. Did you know you are on "Native Land?"" Watch these 2 videos showing "Origin Stories" of the peoples who lived here long before we have.

Do you know whose land you are on?

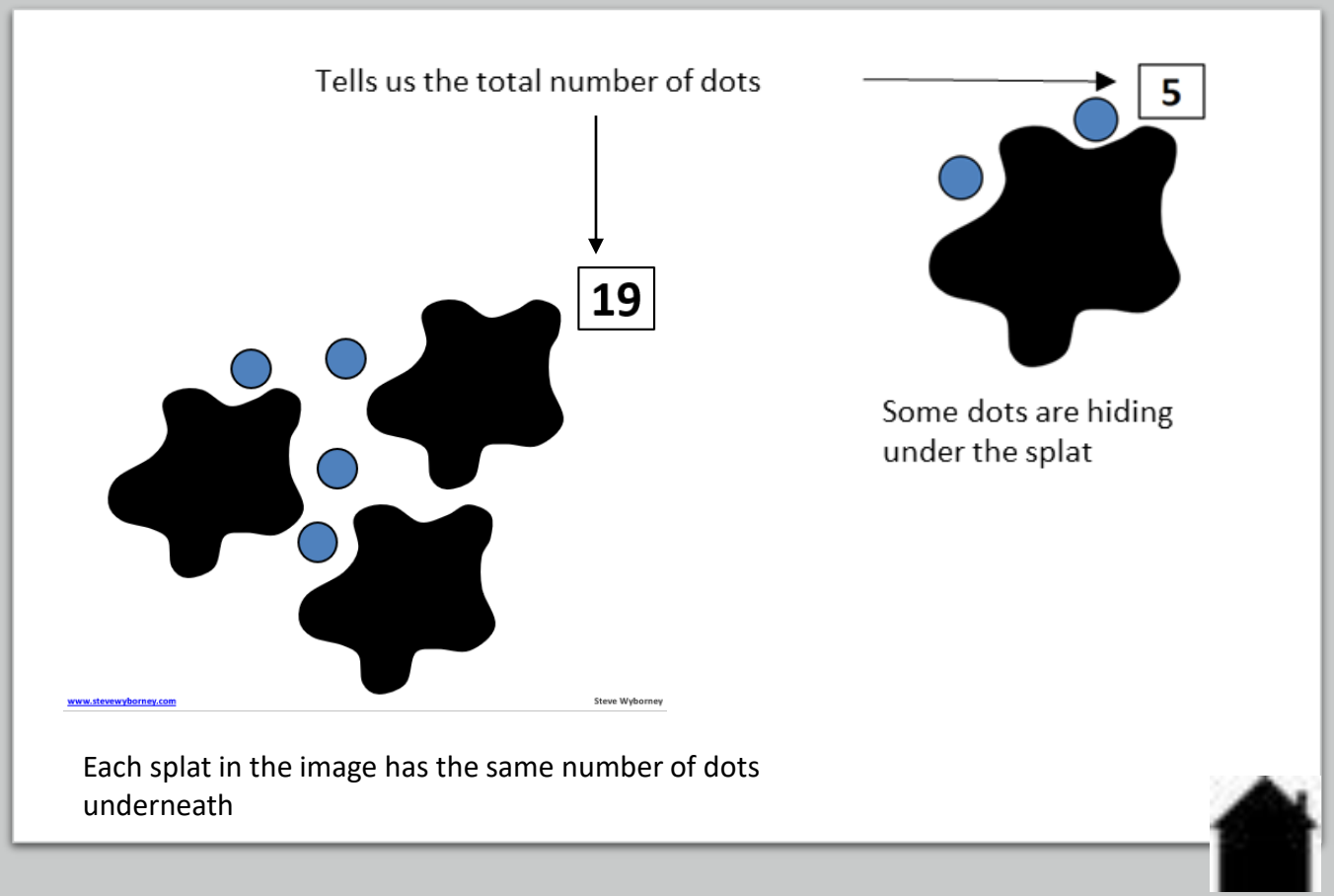
Video: An Ojibway Story of Creation - Pic River First Nation

Video: The Iroquois Creation Myth

Splat!

Some Questions to Ask:

- How many dots are hiding under the splat?
- How do you know?
- How might another child figure it out?
- What addition statement could represent this splat?
- What subtraction statement could represent this splat?



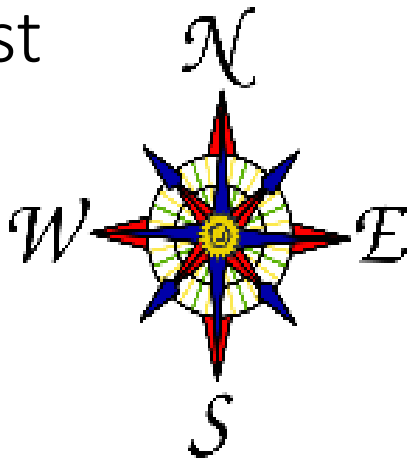
Estimated vs. Actual Number of Items			
Item	Me	You	Actual #
Light switches	4	9	𝍸 III
Toys Cars			
More...			

How many?

- Estimate how many of something (i.e., light switches, doorknobs, toy cars, etc.) are in your home. Record each estimate in the form of a tally chart.
- Count the actual amount.
- How close were you?

Cardinal directions:

North South East West



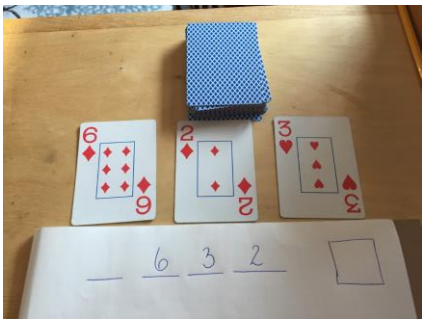
- **Extension: Refer to cardinal directions too - North South East West.**

What Comes Next?

O T T F F S S E N T

One
Two
Three
Four
Five
Six
Seven
Eight
__N__INE
__T__EN

Build the Biggest



Throw Away

_____ _____ _____ _____

Players: at least 2

Materials: a deck of cards (with the face cards and jokers removed), paper for each person

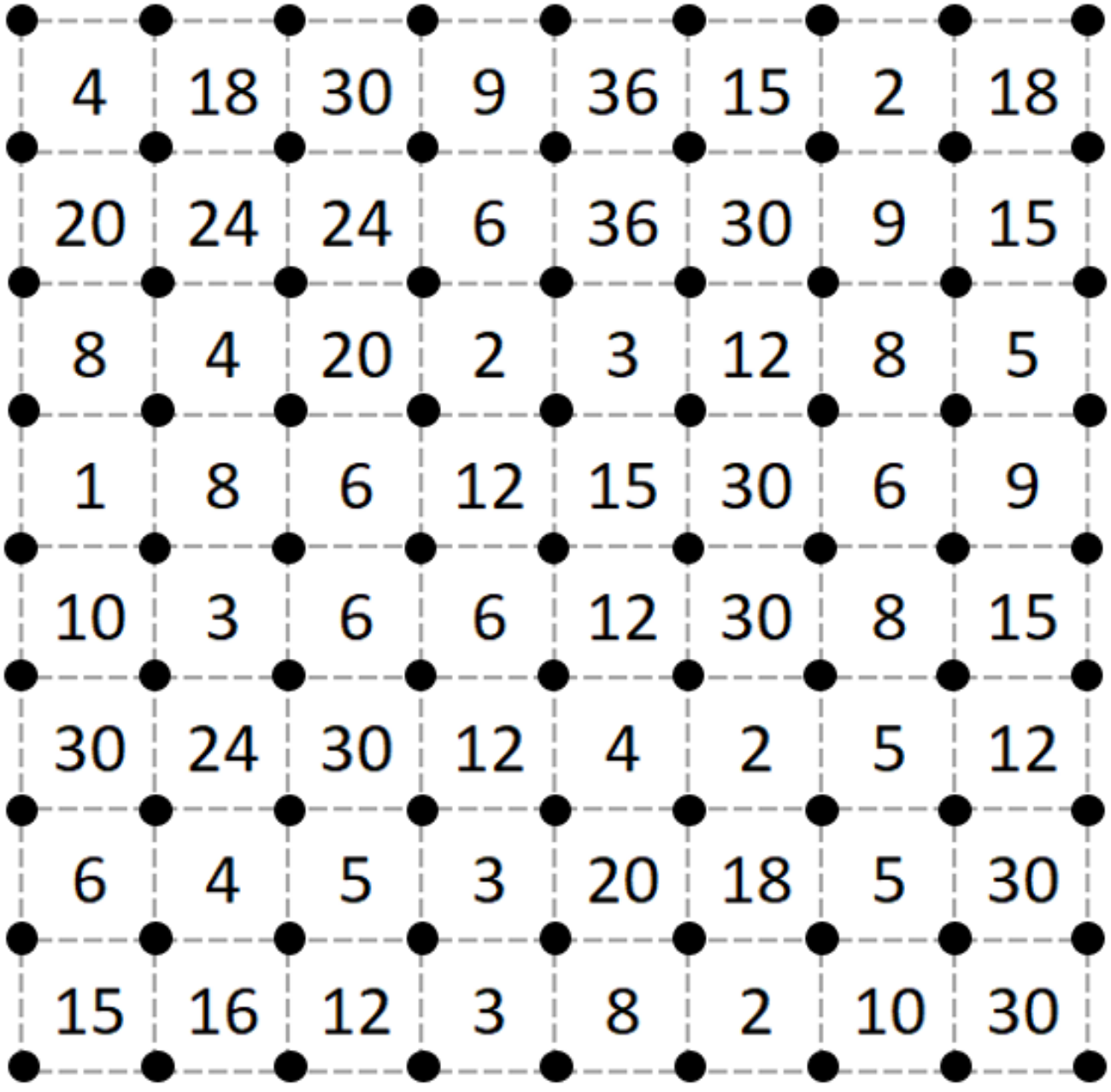
Object: build the biggest number possible

How to Play:

- Players each draw a game board like the one above.
- On their turn, the player flips a card from the center pile and decides where to place the digits of their number.
- Once placed, a digit cannot be moved.
- The throw away box is used to discard a digit that a player doesn't want to use to build their number.
- Players continue taking turns, flipping cards, and placing digits until their game board is filled.
- Players read their numbers out loud and the largest number wins.

Change it Up:

- Use more or fewer digits
- Try to build the smallest number possible
- Flip one card per round, each player must use the same numbers
- Play without a throwaway box

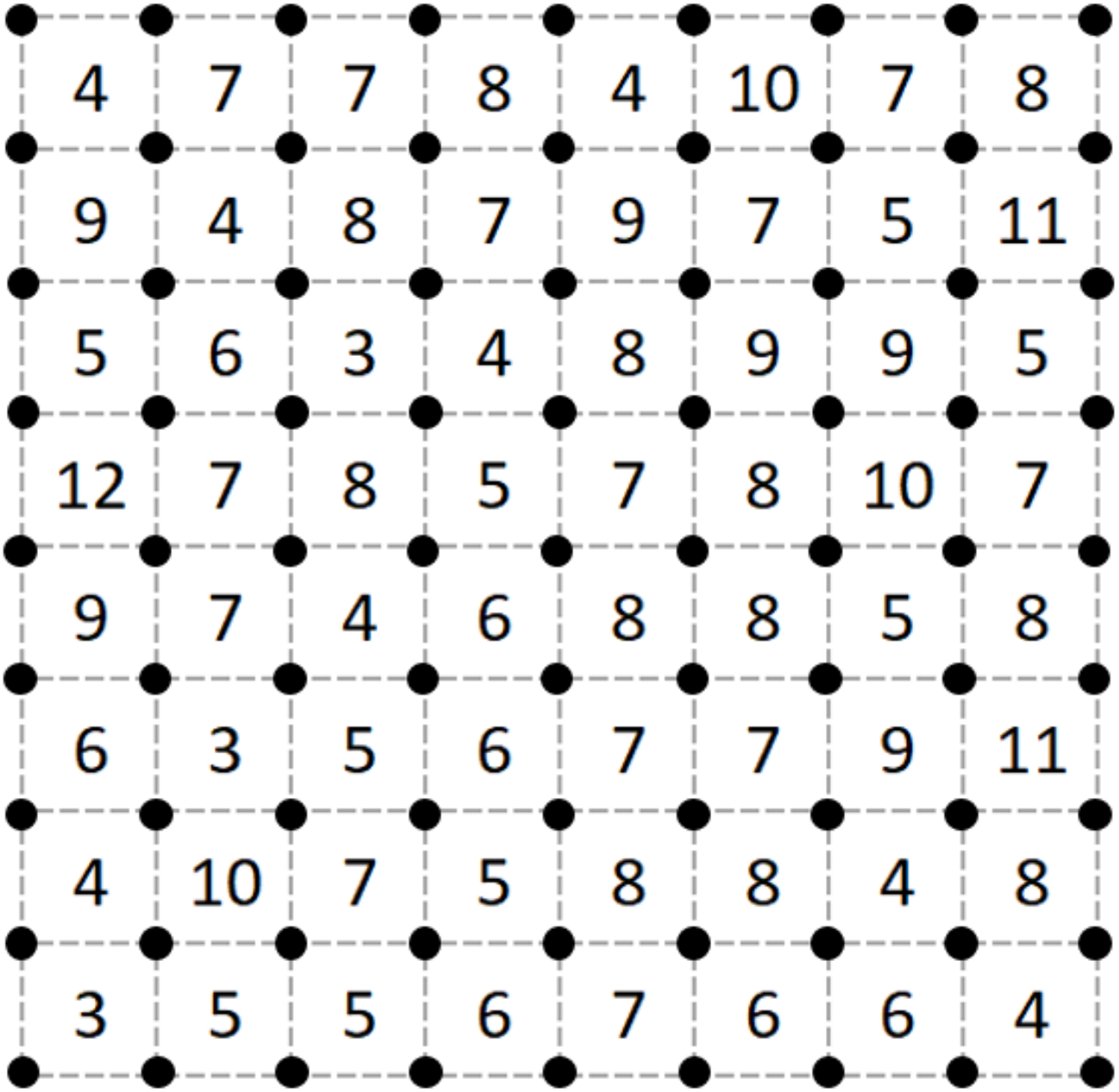


Multiplication Square Game

Supplies Required: 2 dice and a different colour marker for each player

Instructions:
Roll the dice, then multiply the numbers together.
Look for the number on the board (it may appear more than once) and draw a line to connect two dots that form part of the square around that product. You are only drawing one line.
When you draw a line that closes a square, colour it in. You then roll the dice again and take another turn.
When all the dots have been connected, the player with the most squares coloured-in wins.

https://games4gains.com/blogs/teaching-ideas/multiplication-squares-game



Addition Square Game

Supplies Required: 2 dice and a different colour marker for each player

Instructions:
Roll the dice, then add the numbers together.
Look for the number on the board (it may appear more than once) and draw a line to connect two dots that form part of the square around that product. You are only drawing one line.
When you draw a line that closes a square, colour it in. You then roll the dice again and take another turn.
When all the dots have been connected, the player with the most squares coloured-in wins.

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