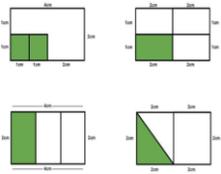
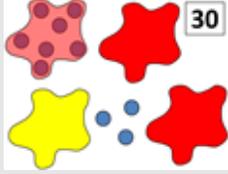
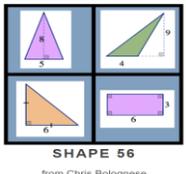
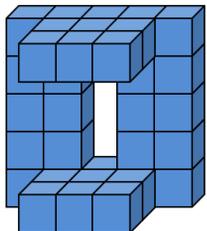
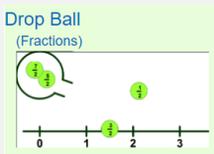
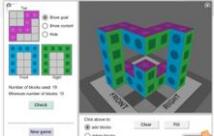


Instructions: Each day, choose from the options below. Choose as many or as few as you have time for.

Curriculum Connections

	A	B	C	D	E						
Estimation	<p>Estimate How Many</p> 	<p>Estimate the capacity of the pop can in mL. What's too low? Too high and just right? How do you know?</p> 	<p>Estimate the capacity of the vase in mL. What's too low? Too high and just right? How do you know?</p> 	<p>As Close as it Gets</p> <table border="1" data-bbox="906 338 1135 463"> <tr> <td colspan="2">86 x 9</td> </tr> <tr> <td>a) 700</td> <td>c) 800</td> </tr> <tr> <td>b) 900</td> <td>d) 1000</td> </tr> </table>	86 x 9		a) 700	c) 800	b) 900	d) 1000	<p>Estimate the percentage of the rectangle that is coloured. Click Percent Full for more practice.</p> 
86 x 9											
a) 700	c) 800										
b) 900	d) 1000										
Talking about Math	<p>Which One Doesn't Belong?</p> 	<p>Tally the number of 3-D solids you can identify in one room of your home. What solid is the mode of your data? Why do you think that solid is found the most?</p>	<p>How Many?</p> 	<p>Create a set of five positive integers from 1 to 20 that have the same mean, median, and range. What might be another set? Click here for solutions.</p>	<p>Which One Doesn't Belong?</p> 						
Activities / Games	<p>Gridlock Challenge your opponent to connect 3 in a row using a coordinate grid system. Click here for instructions and game board.</p>	<p>Using each digit 1-9 only once, create a 3-digit + 3-digit addition sentence that has a 3-digit sum! How many different number sentences can you create?</p>	<p>Bake: A recipe that serves 12 requires 8 potatoes. How many potatoes are needed to make this dish for your family? Try out a new recipe, adjusting the quantities for the number of people being served.</p>	<p>Card Game:</p> <p>Hit The Target</p> 	<p>Games with Number Cubes</p> <p>Multiplication Square Game</p> 						
Problems	<p>A living room measures 6.5 m x 450 cm. If flooring is on sale for \$20 per square metre, what would it cost to refinish the floor?</p>	<p>Perimeter Activity</p> 	<p>What symbol is missing on the face of the fourth eight-sided die? Click here for a closer view and a net to support your thinking.</p> 	<p>Different Views</p> 	<p>Would You Rather?</p> 						
Technology	<p>Drop Ball</p> 	<p>Who Am I Riddles</p> 	<p>✓ Read/listen online ✓ Test yourself</p> 	<p>Circus Towers Exploring Triangular Prisms</p> 	<p>3D and Orthographic Views</p> 						



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

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!



Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.

Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.



Estimate How Many

- Estimate how many mini-chocolate bars it will take to equal a regular size chocolate bar.
- How many are too few? Too Many? Just right?
- How did you come up with your estimate?
- Figure out how many and see how close your estimate was.





- Estimate how much pop is in the pop can in mL.

Too Low	Just Right	Too High

- How did you come up with your estimates?
- Click [here](#) for the solution, or measure it out at home.





- Estimate the capacity of the vase, in mL.

Too Low	Just Right	Too High

- How did you come up with your estimates?
- Click [here](#) for the solution, or measure it out at home.
- Were you surprised at the result?



86 x 9	11 x 3.1
a) 700 c) 800	a) 33 c) 300
b) 900 d) 1000	b) 311 d) 0.30

103.2 x 39
a) 40 c) 400
b) 4 000 d) 40 000

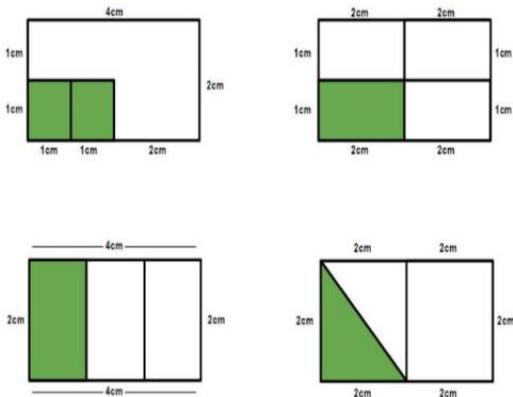
As Close as it Gets

Which answer is the closest to the product?

How did you come up with your solutions?

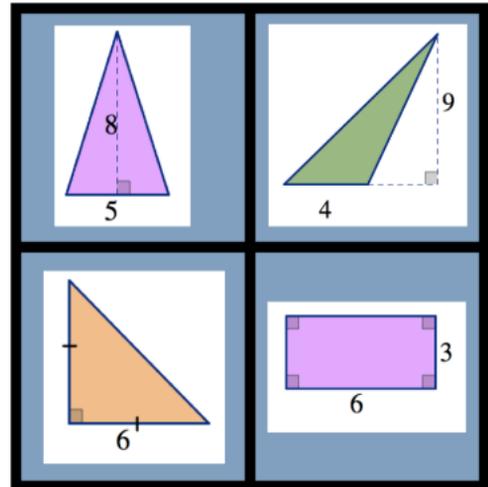


Which One Doesn't Belong?



SHAPE 67

from Nat Banting



SHAPE 56

from Chris Bolognese

Step 1: Examine the four images.

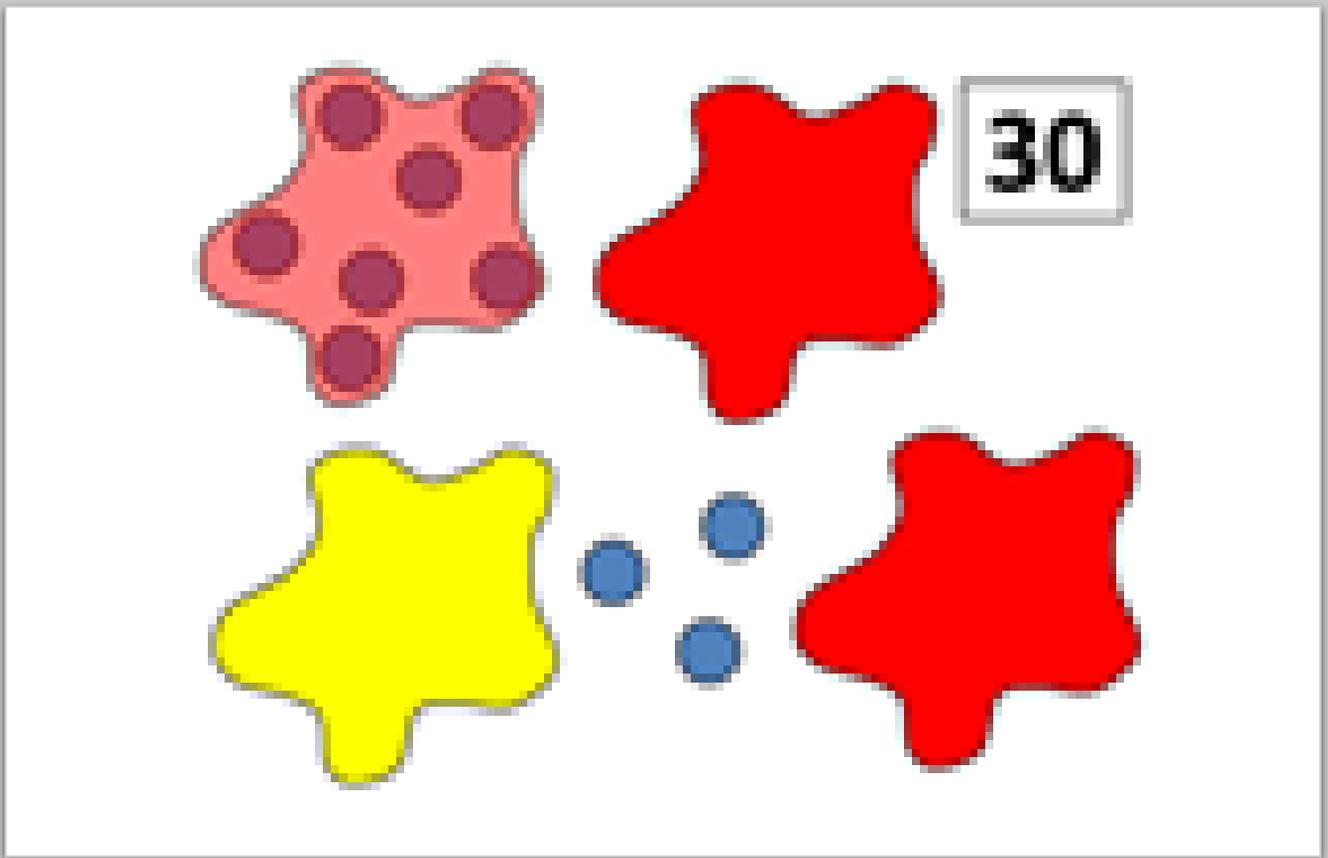
Step 2: Identify the one you believe doesn't belong. Explain your reasoning.

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>





Splat

Some Questions to Ask

- How many dots are hiding under each individual 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.



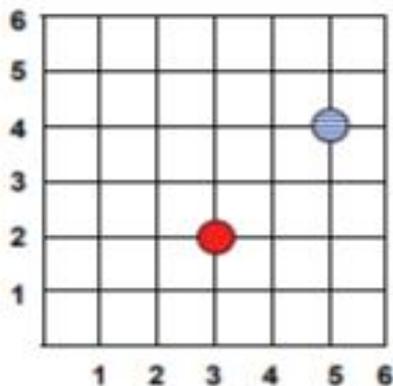
Gridlock

Players: 2

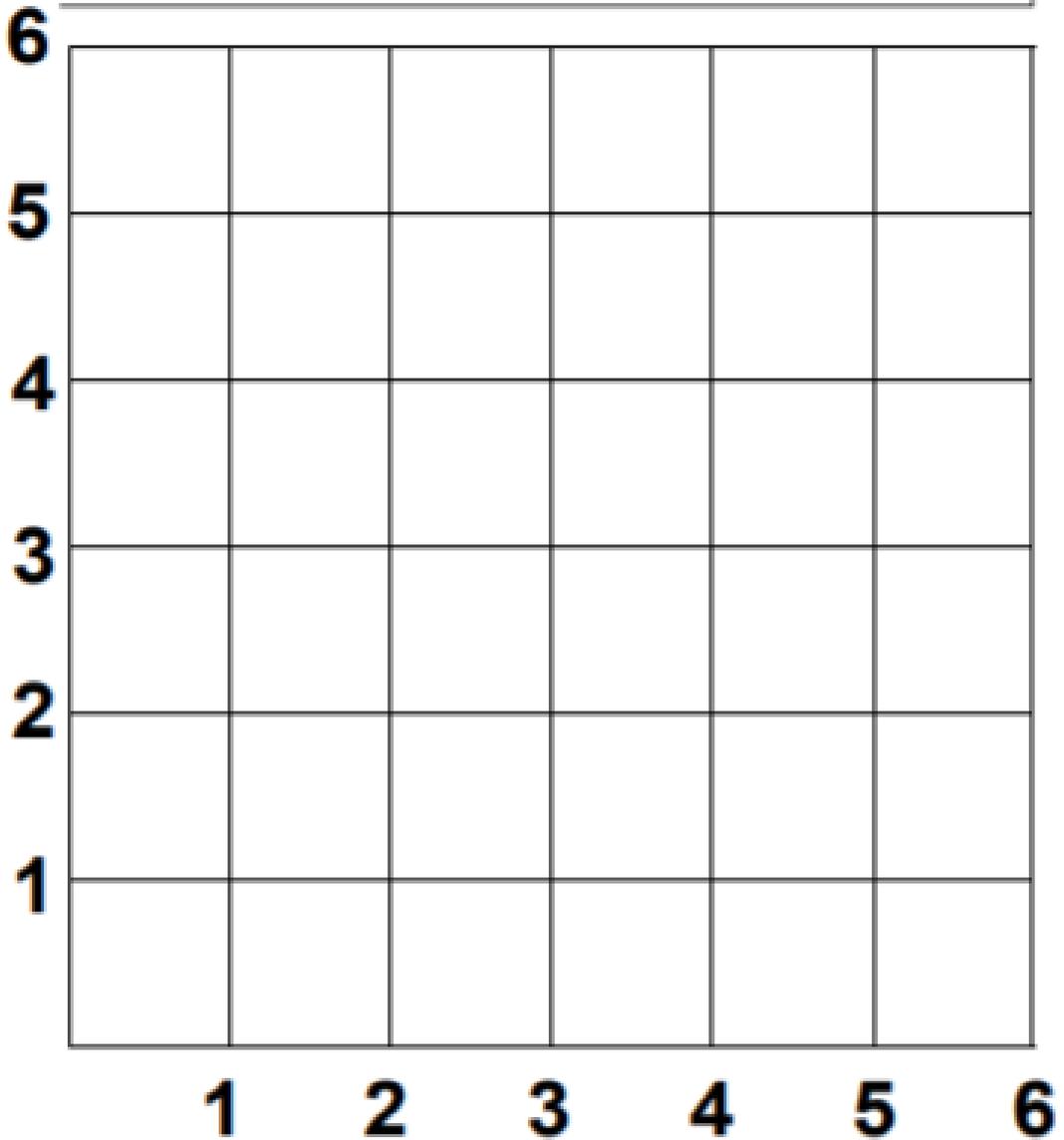
Materials: Game mat
2 regular die (different colors optional)
10 markers of one color for Player A
10 markers of a different color for Player B

Directions:

1. Player A rolls both dice.
2. Player A forms an ordered pair that shows (e.g. (3, 2) or (2,3)) and places one of his/her markers on that intersection on the Gridlock mat.
3. Player B rolls both dice.
4. Player B forms the ordered pair that shows (e.g. (4, 5) or (5,4)) and places one of his/her markers on that intersection on the Gridlock mat.
5. If the possible spaces are already occupied, the player loses his/her turn and does not place a marker on the mat.
6. Play alternates back and forth until one player gets three markers in a row horizontally, vertically or diagonally.
7. If neither player gets three in a row before they have used all 10 markers, then the game is a tie. Players clear the board and begin a new game.



Gridlock



18	6	10	2	1	30	5	24
1	16	10	24	4	12	24	25
6	15	10	5	10	3	6	8
4	4	12	16	12	3	10	6
10	5	2	36	2	16	4	4
10	24	10	6	18	4	20	20
3	8	4	5	3	20	15	30
9	30	8	30	4	6	18	5

Multiplication Square Game

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

Instructions:

Roll the dice, multiply the numbers together.

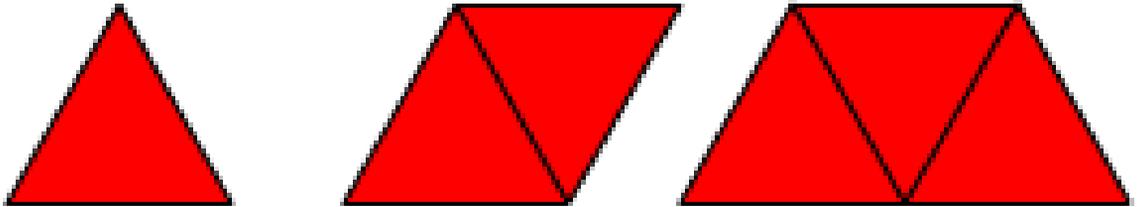
Look for the number on the board (it may appear more than once) and draw a line to connect two dots that form part of the square around that product. You are only drawing one line.

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.



Pattern Activity



If the pattern above continues in the same way what will be the perimeter of the 10th term?

How many triangles are needed for a perimeter of 17 units?

Explain your reasoning.



Hit the Target

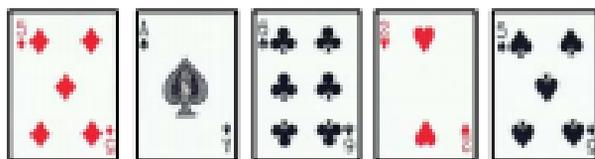
Activity from: [Acing Math One Deck a Time](#)

Players: Groups of two to five players

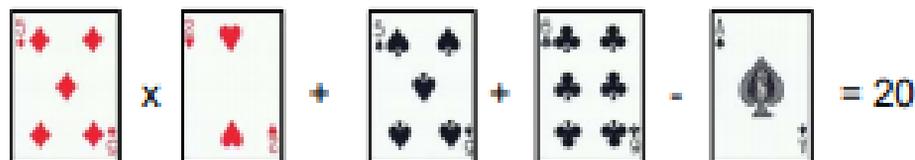
Materials: Deck of cards, Ace worth 1 or 11, Jack worth 12, Queen worth 13, King worth 14, scratch paper

Skill: Multiplication, addition, subtraction, division, order of operations, and mathematical reasoning

How to Play: Each group of 2 - 5 students selects a target number from 1-30. One of the players will turn five cards from the deck face up and the object is for students to make a number sentence using all five cards with any operations to reach the target number.



For example, suppose the target number is 20 and the cards in play are 5, 5, 6, 2, and Ace (worth 1).


$$2 \times 2 + 5 + 6 - 1 = 20$$

One winning combination is: $5 \times 2 + 5 + 6 - 1 = 20$. Another is $(6 \times 5) - (2 \times 5 \times 1)$. Also, $(6 + 2) \times 5 + (5 \times 1)$ works, as do many more.

The first player to find a winning combination keeps the cards and chooses the next target number. If no combination is found in about a minute, flip over another card and try to make a combination using six cards.

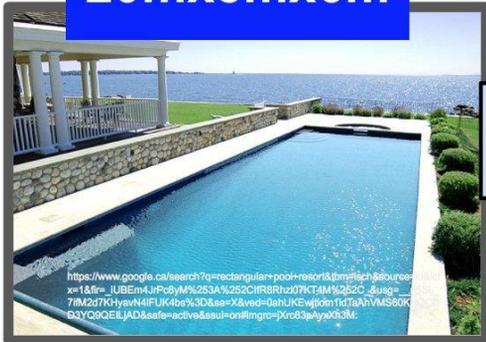
To keep the game fair for players of different abilities, introduce the rule that if a player hasn't made a combination in three rounds, he or she may make combinations using four of the five cards until they make a winning combination; other players must use five.



Would You Rather?

Have a pool that is...

20m x 8m x 6m



OR

1550cm x 650cm x 725cm

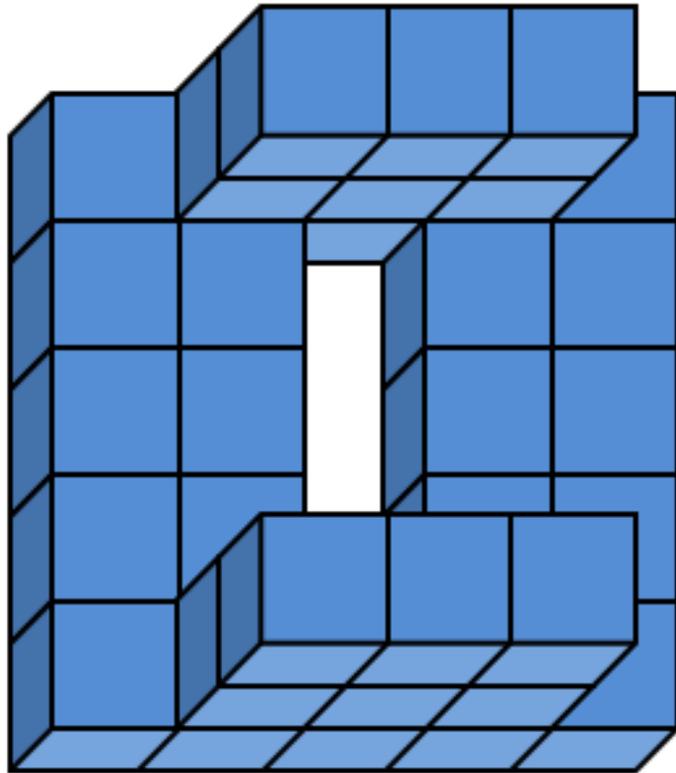


Explain your reasoning using mathematics.

<https://www.wouldyourathermath.com/would-you-rather-68/>

Option A 20m x 8m x 6m	Or	Option B 1550 cm x 650 cm x 725 cm
	Break it down	
Conclusion: I would rather		
Because ...		





Different Views

How many cubes make up this figure? How do you know?

Can you draw this figure as if you were looking at it from the top?

What if you were looking at it from the right or left side?



Circus Towers: Exploring Triangular Prisms

Go to <http://education.abc.net.au/res/i/L1937/index.html>

Work through the activity



Reflection:

1. How are the number of acrobats on the base and the number of layers related to the total number of acrobats?
2. If you know the number of acrobats on the base and the volume, how would you find the number of layers?
3. If you know the total number of acrobats and the number of layers how could you find the number of acrobats at the base?
4. What is another mathematical term we could use for the number of acrobats on the base?
5. What is another mathematical term we could use for the number of layers?
6. What is another mathematical term we could use for the total number of acrobats?

Grades 4 – 6: Curriculum Continuum

Note: highlighted expectations are addressed in Menu D

	Grade 4	Grade 5	Grade 6
Process Skills	<ul style="list-style-type: none"> Problem Solving Reasoning and Proving Reflecting 	<ul style="list-style-type: none"> Selecting Tools and Computational Strategies Connecting 	<ul style="list-style-type: none"> Representing Communicating
Number Sense and Numeration	<ul style="list-style-type: none"> read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100 demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies demonstrate an understanding of proportional reasoning by investigating whole-number unit rates 	<ul style="list-style-type: none"> read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers demonstrate an understanding of magnitude by counting forward and backwards by 0.01 solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies; demonstrate an understanding of proportional reasoning by investigating whole-number rates. 	<ul style="list-style-type: none"> read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies demonstrate an understanding of relationships involving percent, ratio, and unit rate
Patterning and Algebra	<ul style="list-style-type: none"> describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections; demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication 	<ul style="list-style-type: none"> determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations; demonstrate, through investigation, an understanding of the use of variables in equations. 	<ul style="list-style-type: none"> describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations; use variables in simple algebraic expressions and equations to describe relationships.
Measurement	<ul style="list-style-type: none"> estimate, measure, and record length, perimeter, area, mass, capacity, volume, elapsed time, using a variety of strategies determine the relationships among units and measurable attributes, including the area and perimeter of rectangles. 	<ul style="list-style-type: none"> estimate, measure and represent time intervals to the nearest second estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in minutes, hours, days, weeks, months, or years measure and record temperatures to determine and represent temperature changes over time estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools and strategies. 	<ul style="list-style-type: none"> estimate, measure, and record quantities, using the metric measurement system; determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.
Geometry and Spatial Sense	<ul style="list-style-type: none"> identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks; construct three-dimensional figures, using two-dimensional shapes; identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes 	<ul style="list-style-type: none"> identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures; identify and construct nets of prisms and pyramids; identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes 	<ul style="list-style-type: none"> classify and construct polygons and angles; sketch three-dimensional figures, and construct three-dimensional figures from drawings; describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes
Data Management and Probability	<ul style="list-style-type: none"> collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results 	<ul style="list-style-type: none"> collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models. 	<ul style="list-style-type: none"> collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs; read, describe, and interpret data, and explain relationships between sets of data; determine the theoretical probability of an outcome in a probability experiment and use it to predict the frequency of the outcome.