

Math Activities- *Math is all around us!*

1. Telling time can be tricky. But, if you have a piece of plain paper (no lines) or better yet a paper plate, you & your student can make your very own clock. Using the plate or paper, draw a clock face (with the help of your student). **Make sure that the numbers are evenly spaced.** Put a dot in the center, this is where the hands will go. Using two sticks (coffee stirrers, popsicle sticks, etc...) of different lengths, make one your minute (long) hand and the other hour (short) hand. Move them around and ask him/her to tell the time. If they are just starting out, stick with hours and half-hours (3:00, 2:30, etc). Once they master that, then you can begin to work on quarters (4:15, 2:45, etc) and then finally minutes (5:27).
2. The grocery store offers a multitude of options to practice skills like, adding, subtracting, percentages, money, rounding and measurements. Include your students in the thinking process as you decide which brand to buy (1 gallon of Tide is \$4.00 and 2 gallons of Cheer is \$4.00. Which is a better buy?), (How much meat do I need to buy to make dinner for 3 people?). Instead of going to the store, bring in newspaper flyers with prices or print off ads from the internet. Engaging them in the buying process is a great and fun way to help them strengthen their math skills as well as allowing them to see what it takes to live on a budget!
3. Young students who are just learning a new skill, learn best when they can be physically involved. If their homework for the night is adding, let them use crayons, dried beans, sticks, pennies, etc to add the two numbers. For instance, if the problem is $3+5$. Ask them what number do we start with (3 or 5), then count out 3 or 5 using the counting object. Then ask what number do we need to add to that to get our answer? Using your object of choice count out 3 or 5 additional pieces, then ask how many we have altogether. You can also use this method when using subtraction. It is important for students to understand that you can not take something from nothing. If the problem is $5-3$, then you must start with 5 then take away 3. It will be helpful for them to see why you can not take 5 away from 3.
4. For division and multiplication, the idea is to make the abstract, concrete. It is helpful to see that multiplication is simply repeated addition and. So if the problem is 2×5 , using your beans or other counters show them that 2×5 is really 2 groups with 5 in each group or 5 groups with 2 in each group and it is adding 2 five times or adding 5 two times. Similarly, if working with division and the problem is $10 \div 5$, then show how you can divide 10 pieces among 5 people and each group will have 2 pieces.
5. Fractions are usually a scary skill to learn, but it doesn't need to be. Fractions describe how a whole unit is broken into pieces. Use construction paper to make a "pizza" or anything else that can be broken into **equal** pieces. Explain that fractions show how many pieces are in the whole. We'll use a window for this example. Let's say the window is divided into 6 sections. Each piece would be $1/6$ of the whole. ($6/6$ is equal to 1 whole) If you colored in two pieces of the window and you asked what the fraction is, the answer would be $2/6$, because you colored in 2 of the 6 pieces.

= 2/6

1/6	1/6
1/6	1/6
1/6	1/6

1/6	1/6
1/6	1/6
1/6	1/6