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

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| **Monday, September 28** | | |
| **Learning Goal:** I will give and follow multi step instructions involving movement from one location to another, including distances and half- and quarter-turns (3) | | |
| **Task: Turtle Splash 1**   * Spend some time playing with the Turtle Pond interactive tool! * Can you move the turtle to the pond for a swim? Which route is **shortest**? Challenge yourself by adding some rocks and trees! * With a friend or family member, pretend one of you is the “turtle”. **Give this person forward, back or turn directions to reach a “pond”** in your home or outside - it can be a chair, a tree, or anything you like! * Make sure to have a safe set-up; avoid tripping hazards and sharp corners! | | [**Turtle Pond**](https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Turtle-Pond/) |

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| **Tuesday, September 29** | | |
| **Learning Goal:** I will develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to justify my thinking. | | |
| **Task: Autumn Leaves**   * Look at the images and compare them: * What is the **same** about the leaves? * What is **different** about the leaves? * Which leaves do you think **belong together**, and why? Is there more than one way to make a group of leaves that belong together? * Which leaf **doesn’t belong**? Ask this question to someone in your home. Do your answers agree? * Imagine four friends who each choose a **different** leaf as **not belonging**. What reasons do you think each friend would give?   *Adapted with permission from* [*District School Board of Niagara Virtual School*](http://virtual.dsbn.org/-/assignments/) | |  |

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| **Wednesday, September 30** | | |
| **Learning Goal:**   * I will subitize numbers up to and including 10 * I will demonstrate addition facts for numbers up to 10, and related subtraction facts | | |
| **Task: Super Subitizing!**   * Subitizing is **determining the number of objects you see at a glance**, without counting them individually. For example, you may be able to identify “a five” on a dice without actually counting the dots. * Try out some of the subitizing games in the **Ten Frame tool**. *Remember to look* ***briefly*** *at each group of objects or spaces, instead of counting how many there are.* * If you tried the games more than once, did you get faster at identifying the numbers? What helped you to improve? * You can practice subitizing to 10 by rolling two dice, or by printing out these [subitizing flash cards](https://drive.google.com/file/d/1ZZ1a0JYJEH4r4sZNcCUnrTcSh3ArD4pd/view) to practice with someone in your home. | | [Ten Frame](https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/) |

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| **Thursday, October 1** | | |
| **Learning Goal:** I will determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers | | |
| **Task: Pattern Parade**   * Look at the **growing pattern**:   + What do you notice?   + How many?   + How can we count?   + Can we count in a different way? * **Explain** how you would create the **next three terms** of this pattern, and **describe the appearance** of these terms * Choose **another shape** and draw or make at least **five terms** of your own pattern.   Adapted with permission from: [SCDSB First 20 days](https://docs.google.com/presentation/d/1BijxDtb6k1_LWwAHuYTdK5c877R3MEHVzmJfV0d-FeY/present?rm=minimal#slide=id.g53358a14cf_2_234) | |  |

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| **Friday, October 2** | | |
| **Learning Goal:** I will select from and create a variety of representations of mathematical ideas, and apply them to solve problems | | |
| **Task: Figure out the Fashion**   * My favourite clothes include four t-shirts, three pairs of jeans, and two pairs of sandals. * **How many days** in a row could I wear a **different outfit** using my favourite clothes? * Show your mathematical thinking by drawing out each fashion wearing event.   What do you notice about **how you tracked** each unique outfit?   * What is **another method** you could use to track each outfit?      * Which of the two methods do you prefer, and why?   Source: [Alicia Burdess](http://www.aliciaburdess.com/teaching-through-problem-solving.html) (Sept 2020) via [SCDSB First 20 Days](https://docs.google.com/presentation/d/1BijxDtb6k1_LWwAHuYTdK5c877R3MEHVzmJfV0d-FeY/present?rm=minimal#slide=id.g53358a14cf_2_234) | |  |

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