# **Math Tasks: Junior (Grades 4-6)**

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| **Monday, October 12th** | | |
| **Learning Goal: I am learning to recall and demonstrate multiplication facts from 0 × 0 to 12 × 12.** | | |
| **Task: 52 Flip**  **Materials:**   * Deck of Cards * Paper and pencil   **Instructions:**   * Using a piece of paper, create a grid to show the multiply you are using to multiply the card you will draw. * Place the deck of cards beside the grid * Flip a card and multiply the number on the face of the card by the multiply you have chosen. For example, if you choose to multiply by 8 and you draw the Jack of diamonds, then you must multiply 10 X 8 * Record your response in the grid you created * Note: Jack=10 Queen=11 King=12 Ace=1   **As a student takes a card from the deck, they place it face up and multiply it by eight. Two – four students can do this activity at the same time and all be at different stages with their multiplication.** | |  |

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| **Tuesday, October 13th** | | |
| **Learning Goals: I am learning to translate among words, algebraic expressions, and visual representations that describe equivalent relationships.** | | |
| **Task: A MASSive Puzzle**     * Find the mass of an orange, a pineapple, and a watermelon. * Use the clues in the table to find the mass of each object. For example, using the first row we know that the combined mass of the oranges, pineapples, and watermelon is 17 kg. * Use the other rows and columns to get more clues.   Write an algebraic equation to represent each relationship.  For example: O + P + W = 17  **Thinking Questions:**   * How did you solve the problem? * What was challenging about this puzzle?   **Source:** <https://www.mathies.ca/files/Patterning%20and%20Algebra%20Grade%205.pdf> | |  |

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| **Wednesday, October 14th** | | |
| **Learning Goal:** **I am learning to use drawings and models to represent, compare, and order fractions representing the individual portions.** | | |
| **Task: Less Than, Equal To, or Greater Than ½**   * Find examples of fractions in your home. For example:   + the fraction of socks in a drawer that are black   + the fraction of doors that have locks   + the fraction that describes the amount of water in a bottle * Compare these fractions with ½. For example:   + more than ½ of the socks in the drawer are black   + exactly ½ of the doors have locks   + the water bottle is less than ½ full * Make drawings to show how some of the fractions you found compare with ½.   **Thinking Questions:**   * How do you know if there is more than or less than ½? * Why were some items hard to make fractions for? * How are these fractions important in every day life?   Source: <https://www.mathies.ca/files/Number%20Sense%20and%20Numeration%20Grade%204.pdf> | |  |

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| **Thursday, October 15th** | | |
| **Learning Goal:** | | |
| **Task: Triangles in the Environment**   * Find different triangles in and around your home. * Describe the type of triangle, create a sketch, and describe the purpose of the triangle. * Draw out the chart in the picture and use it to record and describe the type of triangles you find.   **Thinking Questions:**   * Was there a certain type of triangle that you found the most? * Why do you think that is?   Source: <https://www.mathies.ca/files/Geometry%20and%20Spatial%20Sense%20Grade%205.pdf> | |  |

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| **Friday, October 16th** | | |
| **Learning Goal: I am learning to test the geometric properties of various types of quadrilaterals, specifically the property of line symmetry.** | | |
| **Task: Symmetry in Logos**   * Find logos that have different types of symmetry in it. Look in magazines, newspapers, or the internet to find the logos. * Identify the line of symmetry in the logo.   **Thinking Questions:**   * What other interesting geometric properties do you notice in the logo? * Could a logo have both horizontal and vertical symmetry? What do you think it could look like?   **Source:** <https://www.mathies.ca/files/Geometry%20and%20Spatial%20Sense%20Grade%206.pdf> | |  |