Celebrating 100 days of Maths

2015
On Day 1 of Maths, Grade 4/5 WR looked at the number one. We found some **words** that had to do with one: First, once, unicycle, unicorn, single, solo, monocle, monorail and monobrow!

We then made a Möbius strip. A Möbius strip has one edge and one surface. It is easy to make by taking a long strip of paper, giving it one twist and joining together the ends. If an ant were to crawl along the length of this strip, it would return to its starting point having traversed the entire length of the strip (on both sides of the original paper) without ever crossing an edge.

We tried to show this by colouring one side of the strip red and the other side green. This turns out to be impossible because the strip has only one side.
On Day 2, Grade 4/5WR practised their fluency by counting using register rolls. We wrote down our counting patterns as quickly as we could for a minute.
On Day 3, Grade 4/5WR worked on saying, reading, writing and extending 4, 5 and 6 digit numbers. We read the book “How big is a million?” by Anna Milbourne and Serena Riglietti.
On **Day 4**, Grade 4/5WR practised some strategies to help us remember our Week 1 ‘multiplying by 3’ facts. This will help with our quest to learn all our multiplication facts in 9 weeks!
On Day 5, we were measuring parts of our bodies and learning about metres and centimetres
On Day 6, we used MAB to show numbers and to add numbers together.
On Day 7 we learnt how to play wishball. We had to think about place value to help us win.

http://splash.abc.net.au/res/i/L867/index.html
Grade one are revising the numbers to 20.

On day 8 we practised putting the numbers from 0 to 20 in order.

The children are concentrating very hard to get their cards in order from smallest to largest.

Can you see who needs to move? Maddison knows!
Choir Math: Warm-up

Here the students practice their skip counting and multiplication facts as the conductor directs who’s turn it is to sing.
Today we discussed Place Value and the numerals that we were able to use in each column. We discovered that 10 sided dice used the same range of numbers as each of our Place Value Columns 😊
PLACE VALUE:
Students used dice to create numbers on their Place Value charts. They rolled the die and then decided which column to place it in. The goal: 8 numerals. Largest Value Numeral. Least Value Numeral. Highlight the largest Hundreds/Tens/Ones column values. Compare answers.
Students first had to learn to use calculators. The play the game; Students rolled special double dice. Added the dice numbers together and then multiplied that answer by two. Lots of learning fun 😊
On day 13 P/1C began to look at length

We took a walk around the school and we searched for objects that were **tall** and **short**

Shadara thinks the flag pole is tall

Hamish and Lara found a plant that is short
On **day 14** of Maths, the grade Preps were **Subitising**.

The children rolled a dice and practised recognising the dot pattern immediately.

After they identified the number they placed that amount of pom poms, buttons or counters on their picture.

I wonder what dot patterns you would find on a 6 sided dice?
We compared two of the same object and decided which was short and which was long. Then we put them in order from shortest to longest as a class.

We also made short and long snakes with play-dough.
On day 16 of Maths Preps did the Boehm Test

Miss Christian got to see what Maths words they knew.

Words like equal, same, less, more, beside...
On **Day 17** the grade Ones were practising to count on from the biggest number when they were adding two dice together.

Dante, Dyan, Sam and Sophie had a great time playing addition bingo.
On day 18, grade 2 were working with Fractions. We learnt that one half was the same as two quarters.
In Grade 2 we are practising sorting 2 digit numbers into odds and evens. Some of us got so good we tried with sorting 3 digit numbers.
On Day 20, Gr 6M investigated what a million looks like. They used sheets of paper with $ symbols to make their million dollars. Each sheet had 4000 $ symbols. Each child placed 10 sheets on the floor in the shed. This is what it looked like:
Madam I’m Adam.
Too hot to hoot.
Was it a rat I saw?
A man, a plan, a canal, Panama.
What do these sentences have in common?
……………….. They are palindromic.

We can also make palindromic totals when adding.

Jackson – working hard on Big Bertha.
When working with subtraction Grade 6 were trying to find the Constant Difference for 3 and 4 digit subtractions. We discovered that they were 495 and 6174.
Digitation! That’s the name of the game. We are attempting to make equations for each of the numbers 1 to 100 using only the digits 1, 2, 3 and 4. Each digit is only allowed to be used once in each equation. We are allowed to use any mathematical symbols that we want. It is quite a challenge but Mr. Mac says that it can be done.
In Grade 2 Maths we modelled numbers. Mrs Carroll rolled two dice and we made the numbers. We made 2 and 3 digit numbers.
On day 25, Grade 2 were very keen to plot times on the Interactive Whiteboard. Declan knew a lot about time and told us that the hour hand goes around the clock twice to make a day!
On day 26, Grade 2 made our first BOOM game. We played BOOM with partners and we were telling the time on the clocks. Jacoby had the most animated BOOM in our room!
Here is Grade 2 practising out Maths Warm Ups. We are working really hard on our doubling and we know that when you double the answer is always even.
Today Grade 2 made our own watches. We asked to look at our friend’s watches and recorded the time in digital form.
Yahtzee! One of the dice games that we use to help us to learn mathematics. Someone rolled a large straight first roll. If he keeps that up he will be in for a great score.
Math in action.
Grade 4, 5 and 6 have been working on problem solving. In this activity, the Grade 6’s had to solve a problem, record their strategies and answers and ‘post’ their solution in the ‘letter box’. At the end of the session we looked at everyone’s solutions and discussed the strategies the students used.
Grade 4/5E made their own paper plate spinners to practise their mental addition skills.
Another way to practise our mental addition skills is to play the computer game Math lines. In this game you have to hit ball with the number that adds with your ball to make 10 before all the balls go down the holes. Great way of practising our ‘Making Ten’ strategy.
Another game for practising mental addition is Speeding. Grade 4/5E used cards 1 to 10, flipping over and then adding each card. They also practised their mental subtraction by starting at 55 and subtracting each card until they ended at 0.
The Grade 2’s warmed up by playing Tidy Sums. This game gives children practice in the mental addition strategy of ‘making tens’.

The grade 2’s are also working hard on Place Value this term.
Our puzzle for Day 36 is shown above. Grade 6 cut out their own stamps in order to solve this problem.

These 36 stamps are arranged as a 4 by 9 block. By tearing them into two pieces, it is easy to rearrange them as a 2 by 18 block. But can you see a way of tearing the same 4 by 9 block into two pieces and rearranging them as a 6 by 6 block?
37 is a **hex number**. These are numbers which can be arranged into a pattern of nested hexagons, as in the illustration. Here the hexagons are printed in two colours. Try to find another way of colouring them so that every hexagon has a different colour from those next to it. What is the least number of colours needed to do this?

Our puzzle for Day 37 is shown above. Grade 4/5 E solved this problem. Can you work out how many colours they used?

Taylah worked hard to solve the problem on the Maths board in the Undercover area.