Math Activity Choice Board for Grade 2
April 27th– May 1st

These activities are suggestions from which your child can choose when they are working on Math concepts throughout the week.

They do **NOT** have to complete them all.

| Activity #1 (SP1, SP2)	Activity #2 (N5)	Activity #3 (N1)
What's Going on Outside Your Window?	**Guess My Number** (1-50 or 1-100)	**Practice counting forward & backward to 100 by 2s, 5s, and 10s**
This activity encourages children of all ages to take a deeper look at a familiar view: right outside their window! Students will collect data on what they see and report it in a creative visual representation. Pick a time to look outside your window: It can be 5 minutes or all day long and keep an eye out for what happens. Are people walking by? Birds hanging out? How many trees can you see? Find a way to visualize the information you choose to collect. Maybe use check marks or tally marks in a chart (tally marks are a great way to encourage skip counting by 5s and 10s). Be your most creative self!	The student must try to guess the "secret" number in as few guesses as possible. **How to Play**: Have an adult or older sibling choose a "secret" number from 1-50 or 1-100. Record the numbers from 1-50 or 1-100 on a piece of paper (or print off a copy of the Mini 100 charts from our website). The student must then attempt to guess the "secret" number. As they provide each guess, the older player will tell them whether the "secret" number is greater or less than their guess. The older player will ask the student which numbers they can cross out after each guess. Continue to cross out the numbers that are no longer possible as you go. Tally how many guesses it takes to get to your number. **Questions the older play should ask the student to think about strategy:** How can you guess my number in the most efficient manner? What guess should be next? Why?	**100 Chart** Create your own 100 chart on a piece of paper to help you practice counting. I would suggest having an adult check your chart at the end of each row of 10 just to make sure you haven't made a mistake in your counting before you get too far ahead! Create a 10 x 10 grid (10 columns with 10 rows). Start by counting and filling in the boxes from 1 to 10, then continue from 11 to 20, 21 to 30 and so on until you get to 100! **Keep your 100 chart for further learning!**

Activity #4 (NI)
Practice counting forward & backward to 100 by 2s, 5s, and 10s
Number Line

Create your own number line to 100 using paper that can be cut into 10 strips and taped together a section at a time. I would suggest having an adult check your number line after every group of 10 just to make sure you haven't made a mistake in your counting before you get too far ahead!

Start by counting from 1 to 10, then continue from 11 to 20, 21 to 30 and so on until you get to 100!
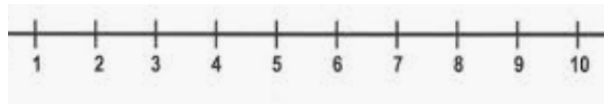
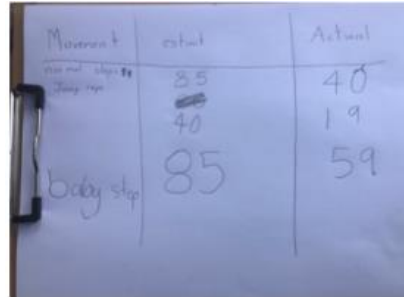**Keep your number line for further learning!**

Take It Outside!

If you have a paved driveway and sidewalk chalk, you can make your number lines outside! Space might be limited so just go as high as you can.

Activity #5 (NI, N5, N6)
Estimate, count and order numbers

Choose a distance inside or outside in which you can take steps in a straight line. There should be a clear beginning and ending point.
Make a simple three column chart. Label your columns as Movement, Estimate and Actual.

Estimate (guess) how many steps it will take to walk from your starting point to your end point. Record your estimate.
Carefully walk in a straight line and record the actual number of steps. Were they close? How close were they?
Try the same activity again but this time use baby steps (heel to toe) and walk the same distance.
You can do this activity many times moving in different ways (hops, skips, giant steps, twirls, etc...). Be sure to always record your estimate before you start.
Did your estimates improve (get closer to the actual number) as the activity progressed?
What mode of movement took the least number of steps, which took the most?

Activity #6 (N10)
Whose number is greater?
(Card game for 2-4 players)

How to Play: Players try to collect the most cards possible.
Remove all face cards and 10's from a deck of cards. Aces = 1.
Shuffle the cards and deal evenly to all players face down.
Players flip 2 cards at a time to make a 2-digit number. The player with the greatest 2-digit number gets to keep all the cards flipped over for that round. If players create the same number, they get to keep their own cards.
The game continues until all the cards have been played. The player with the most cards at the end of the game wins.

The game can be repeated but this time the player with the least (smallest) 2-digit number collects the cards each round.

Question to ask to get your child to explain their thinking:
How do you know that number is the greatest/least"?

	Have a parent or sibling complete the same task. Have the student use their previous estimates and counts as a referent. Were there differences? Why might there be differences?	

Zorbits is offering a free membership to their site for parents until the end of the year. They are a kindergarten to grade three program and closely linked to our curriculum outcomes (although not exact). Parents who sign up would give their child access to on-line games and receive an e-mail a week with great ideas for math activities to do with their child. https://zorbitsmath.com/ – Click "Free at Home Learning Kits".

A really valuable estimation game is https://www.mathsisfun.com/numbers/estimation-game.php

It allows students to quickly see a visual and decide how many. Once they estimate on a number line it will let them know how close they were. They will then get another visual and have to decide if it has more or less images.