Salem Cannon

ELED 3150

Math Night Write Up

**Title of activity:** Just a Minute

**Standards addressed:**

|  |  |
| --- | --- |
| **Grade 3** |  |
| GLE 0306.1.2 | Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution. |
| 0306.1.6 | Use estimation to check answers for reasonableness, and calculators to check for accuracy. |
| **Grade 4** |  |
| GLE 0406.1.2 | Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution. |
| 0406.1.2 | Identify the range of appropriate estimates, including over-estimate and under-estimate. |
| **Grade 5** |  |
| GLE 0506.1.2 | Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution. |
| 0506.1.3 | Explore different methods of estimation including rounding and truncating. |

**Materials Needed:**

* “Just a Minute” recording sheet
* Instruction sheet
* Pencils
* Timer
* Dice
* Bubble gum
* Small ball
* Dominoes

**Description of activity:**

This activity encourages students to practice estimation. Students pick a task to complete off of the “Just a Minute” recording sheet. They then estimate how many times they think they can perform the task in one minute. Once they record their estimation they put it to the test. The timer is set for one minute and the student performs the task until the timer stops, counting how many times they perform the task as they go. After a minute the student records the actual amount of times the task was completed and compare to their estimate.   
This is the direction sheet that was on the table:



**Just a Minute**

How to play:

Take a good look at the estimation sheet. You are going to estimate, or predict, how many times you can do each of the tasks listed in a minute. Pick one to start off with, and begin. First you will estimate how many times you can do it, and then you are going to put it to the test! Record your estimation and then with the help of a family member (to count for you) perform the task listed for one minute (a timer will be provided on the table). Record your actual time and compare. Did you do less than you estimated? Or did you do more? Find a new task to test and start again.

\*All the materials you need should be on the table. If someone is using an item you need pick something else to begin with until they are done. Remember- if a timer isn’t available you could always watch the second hand on a clock.

\*\*If you pick an activity where writing is involved, use the back of your sheet for your paper.

 

Practicing Estimation in a Timely Manner

Just a Minute

|  |  |  |
| --- | --- | --- |
| Task | Estimation | Actual Time |
| How many times can you jump in a minute? |  |  |
| How many times can you write your full name in a minute? |  |  |
| How many times can you roll a 7 with the dice in a minute? |  |  |
| How many bubbles (with bubble gum) can you blow in a minute? |  |  |
| How many times can you catch a ball in a minute? |  |  |
| How many high fives can you give in a minute (to the same person)? |  |  |
| How many times can you snap in a minute? |  |  |
| How many dominoes can you stand up in a minute? |  |  |
| How many times can you recite the pledge in a minute? |  |  |
| How many times can you count by fives to 100 in a minute? |  |  |



Woodland Math Night

Reflection

Math night is a great way to involve families and the community in a school event all about math practice. Negative feelings are often associated with math, but Math Night is a great way to conquer those fears of mathematics and focus on the fact that math can actually be fun. Students and parents get to participate in activities that require math practice while spending an enjoyable evening together. This experience is also great practice for us as preservice teachers.

My experience with both math nights was very positive. The students and parents that visited my station seemed to enjoy the experience. The kids loved to pick the physical activities (such as jumping) and in the end were always surprised at what they could accomplish in a minute. Students quickly learned that they should have made a larger estimation at times (such as with jumping) and smaller estimations at other times (such as blowing bubbles). Parents and students alike learned that a lot can be accomplished in a minute. Most kids were eager to take the recording sheet home to try more activities.

The overall feel of the two Math Nights was noticeably different. There were many more kids at the Norris Math Night. Also, at Norris the kids visiting my station were all pretty much in the correct age range, where at Woodland I had several kids come to my station that were really too young to play. Kids and parents at both places seemed to have fun overall and at my station. More parents actually came to the station with their kids at Woodland than they did at Norris. Many of the kids at Norris were alone when they came to me, but not all.

After actually doing this activity there is little that I would change. The kids seemed to love testing all the possibilities on the sheet. After having done it a few times, however, there were a few activities that no one picked on either night. I would probably take those completely off the list so that there was less to choose from, and they could move along faster. I also would have more available timers so that kids could start at different times as they were ready instead of waiting on the other kids at the table to pick a task.

I believe that both Math Nights were successful. I hope that this program continues to participate and create this sort of event. I feel as if it is great practice for the preservice teachers, and also beneficial to students and the community. Continuing events like this definitely takes a positive step in the direction of eliminating negative feelings about math.