Thinking while Moving - Mathematics

Stage 1

Bean bag toss

Syllabus focus area and content group

- **Represent data with objects and drawings and describe the displays**
  - Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value
  - Describe information presented in one-to-one data displays (Reasons about relations)
  - Use comparative language to describe information in data display.
  - Interpret a data display and identify the biggest or smallest values

Suggested outcomes

- MAO-WM-01
- MA1-DATA-01

Resources

- Bean bags (1 per student)
- Hoops (I per student)
- Paper (1 piece per student)
- Pencils or markers
- Counters
- Mathematics workbook

Learning intention

Students are learning that:

- data displays help reveal interesting information about a problem
- interpreting information from a data display helps us answer questions.

Success criteria

Students can:

- count and record succesful throws of the bean bag into the hoop
- organise objects into simple data displays
- interpret information from a data display to answer questions.

Activity set up

- Place hoops in a horizontal line across a large, flat space.
- Mark the throwing line approximately 3m opposite the hoops.
- Place a bean bag and counters for each student on the line opposite the hoop.
- Give students a piece of paper and ask them to draw a line down the middle and write left at the top of one column and right on the other.

Learning task

- Challenge: Students count how many times they can successfully throw a bean bag into a hoop.

- Students stand at the starting line and throw bean bags with their right hand first.
- Each time a bean bag lands in the hoop, students place a counter under the heading ‘right’ on their piece of paper.
- Students run to collect the bean bag from the hoop and hop back to the starting line to have a second throw.
- Repeat this until students have thrown bean bags 10 times with their right hand and then 10 times with their left hand.
- Students draw a picture of their chart in their mathematics workbook to represent the amount of bean bags that succesfully landed in the hoop with their left hand and right hand.

Talking and thinking like mathematicians

Discuss with students:

- How many goals did you get when you used your left hand?
- How many goals did you get when you used your right hand?
- How many did you get altogether?
- What information does this data display give us about the hand that is the most accurate?
- Are most students in our class more accurate with their left or right hand?

NSW GOVERNMENT