

Thinking while Moving - Mathematics

Find a Partner

Stage 3 mathematics

Strand: Number and algebra

Sub strand: Fractions and decimals

Activity set-up

- Print and laminate fractions, decimals and percentages playing cards enough copies for 1 card per student)
- Mark a playing area
- Teacher may choose to explain task using [NRICH](#) on IWB.

How to play

- Teacher gives each student a playing card.
- Teacher calls out a locomotor skill for students use to move around marked space.
- When whistle is blown students must move to find a student/s with a playing card of an equivalent amount to their own.
- Students record equivalent amounts in their workbook.
- Teacher collects playing cards and redistributes to play again.

Increase/decrease challenge

- Use card sets A, B or C to increase or decrease the challenge.
- Order playing cards in ascending and descending order.
- Students write a word problem that would answer the amount on their playing card.

Equipment/Resources

NRICH [fractions, decimal and percentages playing cards](#)
Math workbook

What's some of the maths

Mathematicians can explain and demonstrate why amounts are equivalent or not.

Mathematicians use what they know to work out what they don't know.

Mathematicians can work together to solve problems.

Let's talk and think like mathematicians

What strategies did you use to work out that two cards matched?

Which pairs did you find easy to match?

Which pairs did you find more difficult to match?

Suggested outcomes

MA3-1 WM: Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions

MA3-2 WM: Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations

MA3-3 WM: Gives a valid reason for supporting one possible solution over another

MA3-7 NA: Compares, orders and calculates with decimals, simple fractions and simple percentages