

when they read the newspaper, pay that charge account or calculate the percentage increase of their raise (a very controversial issue). At the same time, we do not want to shortchange the students by providing them with a curriculum that accommodates the present but ignores the future. They must have some "computer sense," some appreciation and working knowledge of calculators, as well as an appreciation of mathematics, "as a science." At the same time, we need to prepare them to be mathematically sound, and for this we would need to provide a foundation involving relations and functions, transformations, vectors - the list could go on and on.

To keep everybody happy is impossible, but we all have to participate in lifting the fog.

Ideas for the Primary Class

NUMBER CLOTHESPIN

Norma Grace Scott
Leaf Rapids, Manitoba



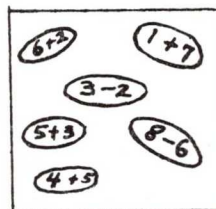
Print number words on clothespins - one to ten. Prepare a cardboard sheet as shown in the diagram. The children can pin the correct clothespin to the dots on the cardboard sheet.

BEAN BAG TOSS

Cathy Dearden
Elwick Community School

Prepare a large chart to be placed on the floor. Put numbers or number facts on it. A sheet with numbers on it for each player.

2	9
5	4
3	6
0	7



2	8	5	3
6	4	0	9

Number chart

Number facts chart

Player's score sheet

The children throw the bean bag, then put an X on the appropriate square on their own sheet. The first person to complete the sheet is the winner. The sheets should be prepared so that all the answers are not on every sheet.

SPILL THE BEANS

Russ Erickson
Minneapolis, Minnesota

This is a similar game, which could be played with the number chart prepared for the Bean Bag Toss. The players have two lima beans in a shaker. They take turns "Spilling the Beans" onto the chart. To score a point, they must be able to give the total of the numbers on which the beans landed.

MUSICAL SETS

This game appears in the teacher's guidebook to *Mathways*, published by Copp-Clark. It's active and noisy, so the children like it. Play it in the gym or the other teachers won't like you! It's like musical chairs, except that at the pause in the music, the teacher holds up a number. The children have to form themselves into sets of that number. Any children not in a set are 'out.'

ACTIVITIES USING A GEOBOARD

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Materials needed:

Graph paper or paper that is dotted into one cm. squares
Selection of elastics
Geoboard or pegboard and pegs

- A.
 1. Make shapes on the geoboard: triangles, squares, rectangles, houses, animals, anything you wish.
 2. Make a design with the elastics on the geoboard
 3. Make a shape like this on the geoboard.



Name this shape. Make other shapes with only three sides.

4. Make as many different sized triangles as you can on the geoboard using a different color elastic for each one. The triangles can be the same kind or different. It does not matter in this particular exercise.

- B.
1.
 - a. Make a triangle on the geoboard. Now try to make another triangle the very same size in a different place on the geoboard.
 - b. Make a triangle that is bigger than your first one.
 - c. Make a triangle that is smaller than your first one.
 2.
 - a. Make a small square on the geoboard. Now try to make another square the very same size in a different place on the geoboard.
 - b. Make a square that is bigger than your first one.
 - c. Make a square that is smaller than your first one.
 3.
 - a. Make a small rectangle on the geoboard. Now try to make another rectangle the very same size in a different place on the geoboard.
 - b. Make a rectangle that is bigger than your first one.
 - c. Make a rectangle that is smaller than your first one.
- C.
1.
 - a. Make one triangle. Now using different color elastics, make bigger triangles on top of this one.
 - b. On another place on the geoboard make a different kind of triangle. Then using different color elastics make bigger triangles on top of this one.
 2.
 - a. Make the smallest square you can on the geoboard using one elastic.
 - b. Make the largest square you can using one elastic.
 - c. Now make as many other squares of different sizes that you can.
 3.
 - a. Make a square on the geoboard. Then make it into two triangles using another elastic.
 - b. Make another square the same size in a different place on the geoboard. Can you make this square into two triangles in a different way from the way you did with the first square?
- D.
1. Make a square on the geoboard. Now make another one with its sides twice as big.
 2.
 - a. Make two triangles on the geoboard so that they form a triangle.
 - b. Make two triangles on the geoboard so that they form a square.
 3. Make a triangle with no square corners on the geoboard.
 4. Make any shape on the geoboard. What shape is it? Using a different color elastic make another of the same shape inside the one you just made. Is your second shape bigger, smaller, or the same size as your first one? Does your second shape have the same name as your first one? ●●●