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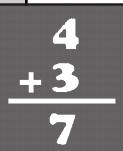
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$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$



# Introduction

Teachers everywhere are becoming more and more aware of the dramatic and positive impact that play has on the development of children—cognitively, physically, socially, and emotionally. Therefore, every effort is being made to focus on an activity-oriented environment. Active involvement and hands-on activities that provide children with opportunities for exploring and using their senses fully, are central to the primary classroom. Furthermore, the experiences in which the children partake will facilitate the process of acquiring such critical thinking skills as classifying, comparing, sequencing, matching, sorting, conserving, and estimating.

In this book there is a balance between open-ended and teacher-directed activities. This particular format addresses the varied teaching styles of teachers and the different ability levels of children. In general, however, the manner in which the activities are presented determines whether they are open-ended or teacher-directed.

Social and emotional development are especially important components of the developmental process. Through interactions with their peers, children will acquire necessary skills crucial throughout their lives. In addition, important skills are reinforced and language enrichment activities are provided in these activities.



Teachers with restricted budgets will be pleasantly surprised at the economical aspect of these activities. In fact, this book was created with such program and budget limitations in mind. Many of the materials may easily be found in the home.

Parent involvement can also be encouraged by utilising portions of this book as a resource for parent mini-workshops. It is also suggested that they be asked to collect and donate items to their children's respective classrooms. A separate list of materials is included at the end of this book. Another feature of Penny Pinching Activities is the Skills Index, which provides special needs teachers with finger-tip access to a specific skill and its correlated activity.

The activities in this unit are appropriate for use with culturally diverse students. The dramatic play, whole language, and hands-on activities especially contribute to the process of language development within a natural and familiar setting.

# Computer Paper Edge Maths

Form-feed computer paper edges can be used for a variety of curricular activities. Collect and store a supply of paper edges to use throughout the year. If possible, obtain a variety of colours.

## Materials

- dot matrix printer computer paper
- construction paper
- glue

## Activity

- Tear the edges from the computer paper. Store the edge strips in a large box until you are ready to use them.
- Use the holes in the computer paper edges for counting activities. Have students count by 5's, 10's, etc.
- Tear the edges into groups of 5 holes and use as manipulatives for practising multiplication facts for 5. Do the same for any of the basic multiplication facts.
- Since the holes in standard dot matrix printer computer paper are a regular distance apart, the paper edges can be used for standard measurement activities. Younger students can also measure objects and make size comparisons using the paper edges as a non-standard measuring tool.
- To practise addition and subtraction, have students tear computer paper edges randomly and add or subtract the number of holes represented by the torn sections.
- Have students display their knowledge of addition, subtraction, or multiplication facts by gluing computer paper edges on a piece of construction paper to represent the facts. For example, a student may show  $3 \times 4 = 12$  in the following way:

## Skills Focus

- standard and non-standard measurement
- reinforcement of basic maths facts

# Can of Beans

## Materials

- dried lima beans
- coffee cans
- tape
- permanent pens

## Activity

Tape around the rim of the coffee can to prevent injury from metal edges.

- Write a number on each lima bean. Use as many or as few beans as you wish, depending on the skill level of the student. Write numbers of lesser value on the beans for younger students. Add numbers of greater value as students progress in their maths skills. This activity can be done in groups or individually. Students can practise one or more of the following activities:
  - With eyes closed, take a bean from the can and determine if it represents an odd or even number.
  - Remove several beans from the can, add them up, and determine if the sum represents an odd or even number.
  - Take two beans from the can and decide which represents the greater number.
  - Shake the can and dispense several beans. Place them in order from the least to the greatest value, or from the greatest to the least value.
  - Choose several numbered beans from the can and estimate the sum of all the numbers represented on the selected beans.



## Skill Focus

- number order
- greater than, less than
- estimation
- odd-even number identification