

TABLE OF CONTENTS

Introduction	4
The One-Computer Classroom	5
The Multi-Computer Classroom	8
The Computer Lab	12
Writing a Grant	15
Understanding Numbers	
Even or Odd?	18
Pockets, Pockets, Pockets	21
Alien Numbers	26
Fraction Paintings	28
Can You Make It?	31
Operations and Computation	
Subtraction Action	35
Acting Out Addition	40
Mice in a Hole	43
Spreadsheet Investigation	47
Bracelet Beads	50
Pockets of Coins	54
Addition Rules	58
Food for Friends	61
Counting by Threes	64
Attributes and Patterns	
Pattern Pictures	67
Andi's Match	69
Shapely Numbers	72
Plodunks and More	75
What Was There?	80

TABLE OF CONTENTS *(cont.)*

Problem Solving

Animal and Bug Count	82
Candy Store Craze	84
Painting Word Problems	86
Snowman Dance	89
The Costume Line-Up.	94
Riddles to Paint.	99

Geometry

Colors and Shapes.	101
Fun with Faces	103
Geometry All Around Us.	108
Shape Paintings.	109
Puzzling Paintings.	111

Organizing Information

Jack’s Face	115
The Cookie Taste Test	119
The Eyes Have It!	122
Graphing Pizza	127
Venn Diagram Drawings	131
Investigating Groups	134

Communicating Maths Ideas

Maths Letters	141
Maths Journals	142

Software Descriptions.	143
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INTRODUCTION

Schools are moving into the Information Age, and the computer is becoming an essential classroom tool and resource. Successful students in the 21st century will need the abilities to think critically, engage in problem solving, and possess interpersonal skills to work effectively in cooperative groups. In addition, they will need to be highly literate and know how to use technology to access and organize information.

Integrating Technology into the Maths Curriculum (Primary) is a 144-page resource book that provides strategies and activities for integrating technology skills into the grades 1–3 maths curriculum. These integrated lessons allow teachers to incorporate computer work into their existing curriculum. After all, what teacher has the time available in the instructional day to add a new subject area? Not only would this be difficult, if not impossible, it would not be in the best interest of students. Research shows that an integrated curriculum is much more valuable. Therefore, the foundation for this book, infusing technology skills into the curriculum, is a more meaningful approach to teaching and learning.

The activities in this book are designed to incorporate computer technology into the maths curriculum with such transparency that the focus remains on the maths concept. The technology is simply another tool to be used in conveying the ideas of mathematical principles in such a way that young minds can easily grasp them. Just as counting teddy bears or unifix cubes helps students visualize number combinations, exploring the “virtual manipulatives” on a computer screen helps to bring mathematical ideas from the abstract to the concrete.

Watch for the Software Connection following many of the lessons in this book. These special pages identify a popular piece of software that has “pre-packaged” activities that can be used to readily convey the concept addressed in the lesson. These titles take away the prep time involved in creating the lesson template and offer one simple solution specific to the theme. Additionally, the activities cited are self-adjusting to offer easier problems to the novice, and more challenging problems to the advanced student. What better way to individualize instruction!

Prior to the lessons, *Integrating Technology into the Maths Curriculum (Primary)* provides information on managing computers in the classroom, whether it be a one-computer classroom, multi-computer classroom, or lab setting. It also includes realistic ways to group students for instruction and practice, as well as positive ways to manage behavior. In addition, successful tips for writing and obtaining grants are discussed.

Enjoy!

EVEN OR ODD?

Drag and match sets of objects on the computer to determine whether a number is even or odd.

Grade Level: 1–2

Duration: 15–20 minutes at the computer

Materials: Computer with paint software; paint file on page 19

Before the computer:

- The teacher should introduce the concept of even and odd numbers to students by pairing up various objects in the classroom: if every object has a mate, then the number is even; if there is an object without a mate, then the number is odd.
- The teacher should create and save the paint file on page 19.
- Students should know how to drag and drop objects on the screen and how to print.

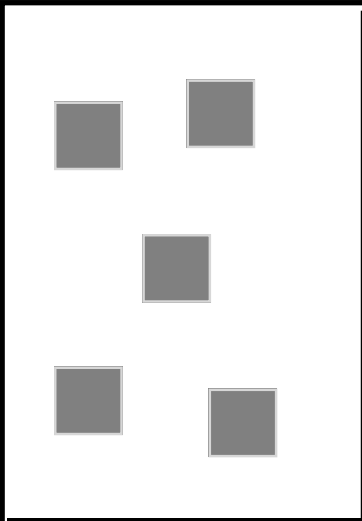
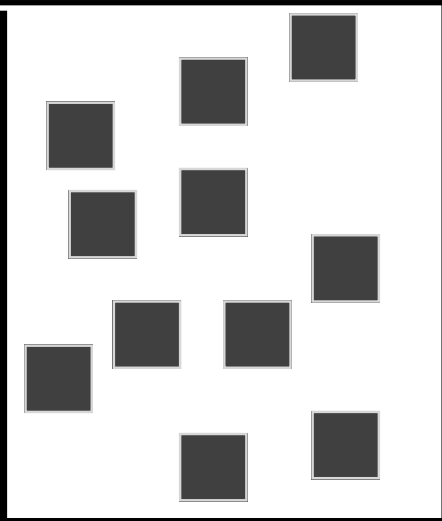
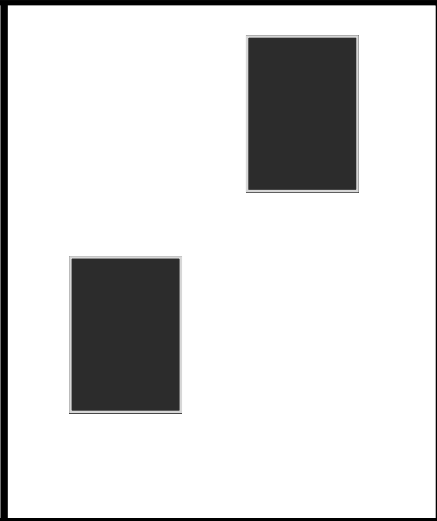
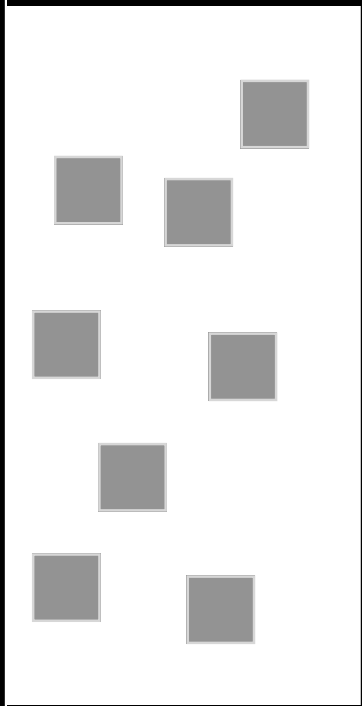
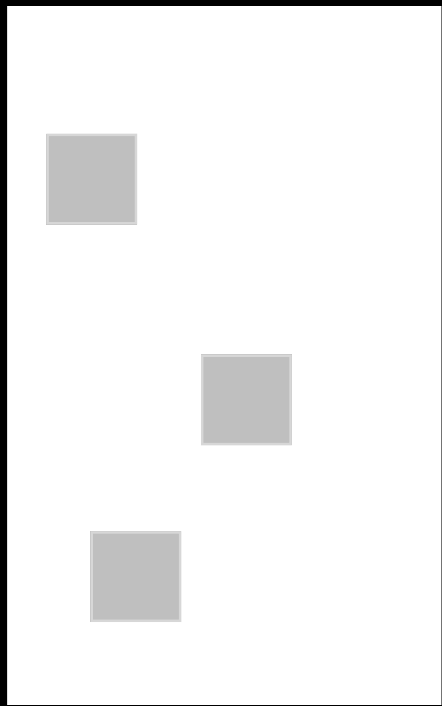
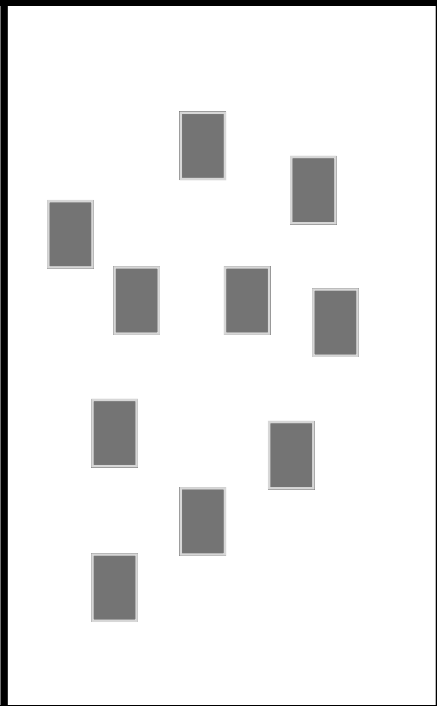
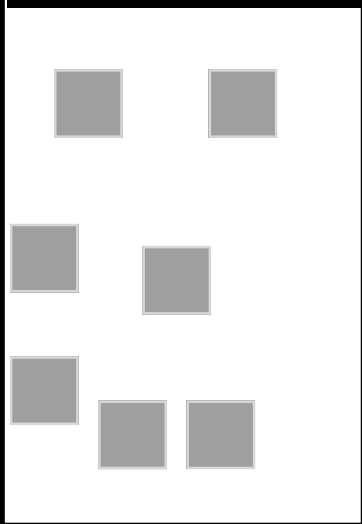
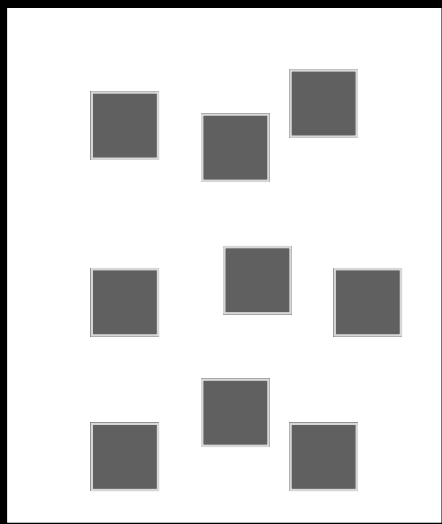
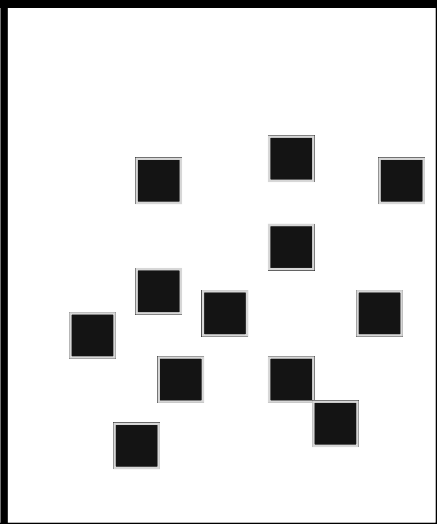
At the computer:

- Display the paint file on the monitor.
- Show students the first problem and tell them that this activity will help them learn how to tell even numbers from odd numbers.
- Demonstrate to students how to drag the objects into two lines to pair them up.
- Ask students if all the objects have a partner.
- Remind students that if all the objects in the group have a partner, the number is even. If a block in the group is left by itself, the number is odd.
- Ask students to tell you if the number is even or odd based on this criteria.
- Allow students to complete the activity independently on the computer.
- After lining up the objects into pairs, have students type the number of objects with an “E” or “O” beside it.
- Ask students to print the page.
- Tell students to close the file and not save the changes. This will return the file to its original state for others to use.

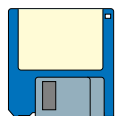
Extensions:

- Add more numbers to figure out whether they are odd or even.
- Stamps can be used instead of blocks to compliment subjects, holidays, or themes.
- Students can create their own problems for other students to solve.

EVEN OR ODD? (cont.)

EVEN OR ODD? (cont.)



SOFTWARE CONNECTION:

Suggested software: *Zoo Zillions* by Edmark

There is a good practice and review section for even and odd numbers in the “Annie’s Jungle Trail” module of this maths and problem-solving software for Kindergarten, First, and Second grades.

From the opening screen, go to Annie’s Jungle Trail. Click on the grow bar icon in the bottom left corner of the screen. Click on Topics in the dialogue box. Select letter I (Odd or Even), and click OK.

This activity can be played by one or two players, or in teams. The activity asks students to identify whether a number is even or odd. If a student identifies an even number as odd, the crocodile moderator reminds the student that even numbers must end in 2, 4, 6, 8, or 0.

More advanced students can choose the letter R and identify even or odd 2-digit numbers.

