

**50** Quick  
&  
Easy

**Maths**

**Computer Activities** **2nd  
Edition**

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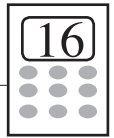
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# Pizza Glyph



## Year Level:

- P - 2
- 3 - 5
- 6 - 8

## Downloadable Files:

- 16PizzaGlyph.ppt

## Overview:

In this activity, students will create a glyph using the theme of a pizza. On the computer, they will build a pizza with ingredients based on data about themselves.

## Software/Resources:

Microsoft PowerPoint  
Printer

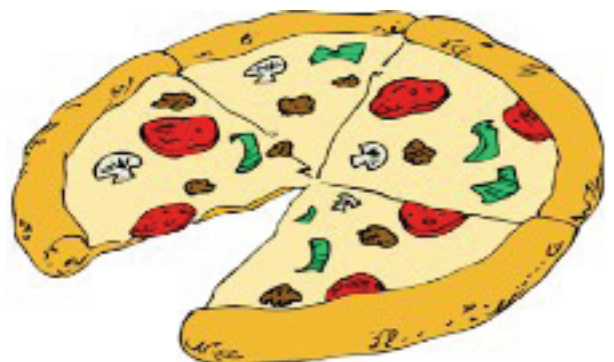
## Essential Concepts:

(Geometry) In pre-prep to year two all students should:

- pose questions and gather data about themselves and their surroundings.
- represent data, using concrete objects, pictures and graphs. (Geometry) In years 3–5 all students should:
- collect data, using observations, surveys and experiments.

## The Teacher's Role:

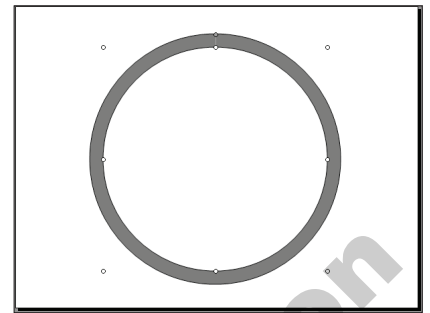
1. The teacher will show the students how to add two circles to their slide to create the pizza crust.
2. The teacher will lead the students as they add details to their pizza based on data about themselves.
3. The teacher will show the students how to add a new slide.
4. The teacher will instruct the students to write five true statements about themselves based on the data of the glyph.
5. The teacher will help the students to print their slides.
6. The teacher will direct the students as they analyse, compare and contrast the data represented by the glyphs.



**Note** - You may want to review the “PowerPoint Tips” instructions on pages 5–8 before beginning this glyph.

**Getting Started:**

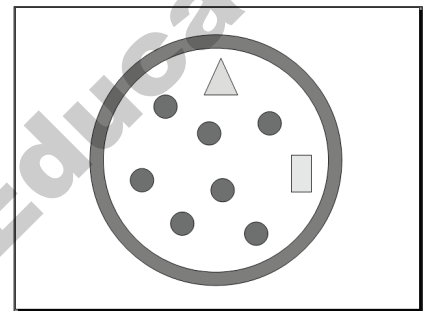
1. Open a blank PowerPoint slide.
2. Use the “Oval” tool in the “Drawing” toolbar to draw a large circle on the slide. This will be your pizza crust.
3. Change the circle to yellow if you are a girl and to brown if you are a boy.
4. Add a slightly smaller circle on top of the “crust”.
5. Fill the new circle with white.



**Adding Details:**

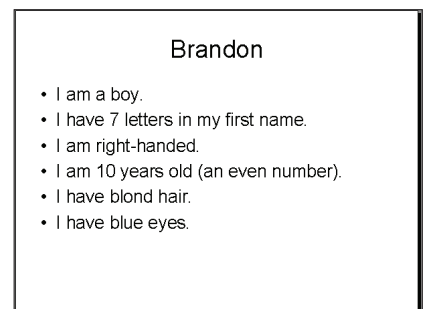
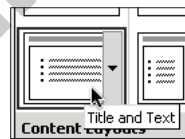
Use the shapes in the drawing tool bar or click the “AutoShapes” tool and choose “Basic Shapes” to do the following:

1. Add a pepperoni (a circle) for each letter in your first name.
2. Make the pepperoni your favourite colour.
3. Add a sausage (a rectangle) on the right side of the pizza if you are right-handed and on the left side of the pizza if you are left-handed.
4. Make the sausage the colour of your hair.
5. Add a pineapple (a triangle) to the top of the pizza if your age is an even number or to the bottom of the pizza if your age is an odd number.
6. Change the pineapple to the colour of your eyes.



**Slide 2:**

1. Pull down the “Insert” menu to “New Slide”.
2. Choose the “Title and Text” slide layout.
3. In the top text area, enter your name.
4. In the bottom text area, write at least five true statements about yourself based on the glyph.



**Printing:**

1. Pull down the “File” menu to “Print”.
2. Print as a handout - 2 slides per page.
3. Fold the page in half so that just your pizza is showing.

**Analysing the Data:**

Your teacher may want to hang your pictures on a wall or bulletin board or lay them out on a table.

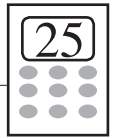
*Look at one of the pictures.*

1. What can you tell about the person by looking at the picture?
2. Can you guess whose picture it is?

*Choose a group of five pictures:*

1. Are there more boys or girls in your group?
2. What is the largest number of letters in the first name? (the maximum)
3. What is the smallest number of letters in the first name? (the minimum)
4. What is the average number of letters in the first name?
5. What percentage of people are left-handed?
6. What percentage of people have an even-numbered age?
7. Which two people are most alike? Most different?

# Relationship Statements



## Year Level:

- P - 2 (As whole-class activity)
- 3 - 5 (Independently)
- 6 - 8

## Downloadable Files:

- 25RelationshipStatements1.kid
- 25RelationshipStatements2.kid

## Overview:

In this activity, the teacher will place three objects of various sizes on the screen and will ask students to brainstorm true statements about them. (e.g. This is taller than that. This is to the left of that.) The teacher will then rearrange the objects and resize them and allow the students to determine whether their statements are still true.

## Software/Resources:

- Kidspiration

## Essential Concepts:

Instructional programs from pre-prep to year 12 should enable all students to:

- specify locations and describe spatial relationships using coordinate geometry and other representational systems. (Geometry)
- develop and evaluate mathematical arguments and proofs. (Reasoning & Proof)

## The Teacher's Role:

1. The teacher will place three objects of various sizes in the centre of the Kidspiration screen.
2. The teacher will record on the screen as students brainstorm true statements about the three objects.
3. The teacher will rearrange and resize the objects.
4. The teacher will assist the students as they determine whether their statements are true and will help them to change them so that they are true.

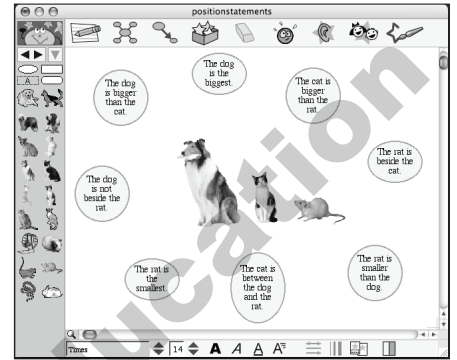


**Getting Ready:**

1. Open a new Kidspiration document.
2. Click to delete the main idea.
3. Click the right facing blue arrow in the symbol palette until you see pictures of animals.
4. Click and drag a dog, a cat and a rat onto the centre of your screen.

**Adding Relationship Statements:**

1. Click a blank area of the screen and type a true statement about the size of the animals.  
Example: "The dog is bigger than the cat".
2. Add at least two more true statements about the size of the animals.
3. Type at least three statements about the position (location) of the animals.  
Example: "The rat is beside the cat".
4. Change fonts, colours and shapes if desired.



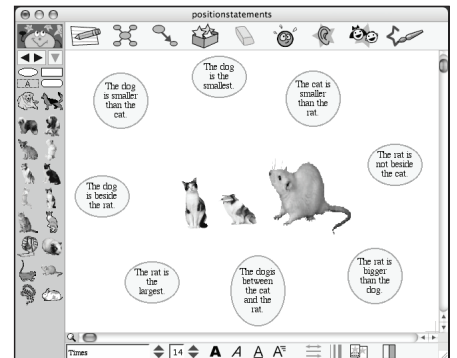
**Extensions (optional):**

*Changing the order:*

1. Click and drag to switch the order of the animals.
2. Reread each of your statements. Are they all still true?
3. Change any false statements to make them true again.

*Changing the size:*

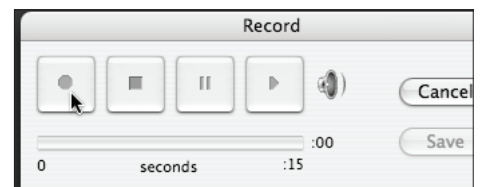
1. Click the dog to select it.
2. Click and drag a corner handle point toward the centre to make it smaller.
3. Click to select the rat.
4. Click and drag a corner handle point away from the centre to make it larger.
5. Reread each of your statements. Are they all still true?
6. Change any false statements to make them true again.



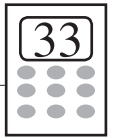
**Audio Option:**

Young students can record their voices instead of typing their statements.

1. Make sure you have a microphone (either built in or plugged into the computer).
2. Pull down the "Sound" menu to "Record".
3. Click the circle button to start recording.
4. Click the square button to stop recording.
5. Click "Save".



# Class Pet Pictogram



## Year Level:

- P - 2 (Whole-class activity)
- 3 - 5 (Independently)
- 6 - 8 (As a review)

## Downloadable Files:

- 33ClassPetPictogram.xls

## Overview:

In this activity, students will create four or five slides about things for which they are thankful. They will then share their creations in a slide show.

## Software/Resources:

- Microsoft Excel

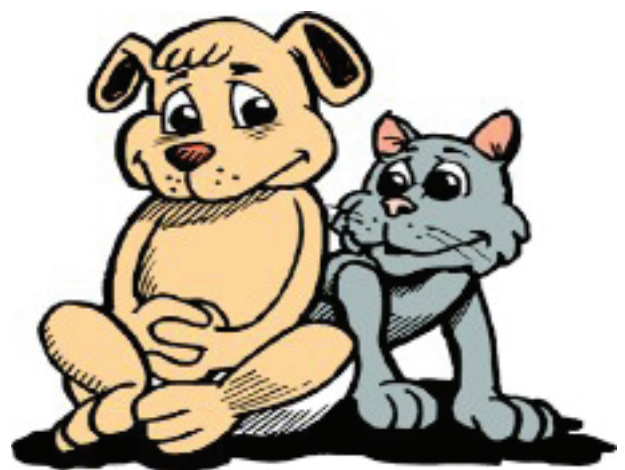
## Essential Concepts:

Instructional programs from pre-prep to year 12 should enable all students to:

- represent data using concrete objects, pictures and graphs. (P-2 Data Analysis & Probability)
- represent data using tables and graphs such as line plots, bar graphs and line graphs. (3-5 Data Analysis & Probability)

## The Teacher's Role:

1. The teacher will assist the students as they gather data about the number of pets owned by class members.
2. The teacher will show the students how to enter their data in to the cells of a spreadsheet.
3. The teacher will demonstrate how to create a column graph.
4. The teacher will show students how to insert a picture into each column and how to reformat the picture so that it will tile within the column.





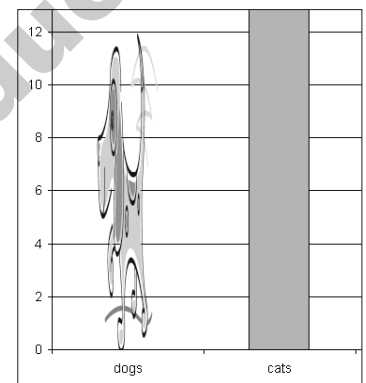
**Entering the Data:**

1. Open a new blank Microsoft Excel document.
2. Enter the following labels in B2 through B6:  
dogs; cats; fish;birds; other.
3. Tally the number of dogs owned by your class.
4. Repeat to enter the data for each pet type,
5. Repeat to enter the data for each pet type.

	A	B	C
1			
2		dogs	12
3		cats	16
4		fish	9
5		birds	4
6		other	6
7			

**Creating the Chart:**

1. Click and drag from B2 to C6 to select all cells with data.
2. Click the “Chart Wizard” icon in the toolbar at the top of the screen.
3. Choose the column chart type; click “Next”.
4. Choose to have the series displayed in columns; click “Next”.
5. Add the chart title, “Class Pets”; click “Next”.
6. Choose to place the chart as a new sheet in Chart 1.  
*This will generate a chart in a new sheet. Click the Chart 1 tab at the bottom of the screen to view your chart.*
7. Double-click the grey area of the chart.
8. Change the colour to white.

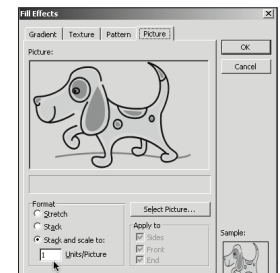


**Inserting a Picture:**

1. Click the first bar. (This will probably select ALL bars.)
2. Pause a couple of seconds and click the first bar again. (Now ONLY the first bar should be selected.)
3. Pull down the “Insert” menu to “Picture” and over to “From Clip Art”.
4. In the clip art window, search for “dog”.
5. Choose the desired image and click “Insert”. (Now your bar should be a stretched out dog.)

**Formatting the Picture:**

1. Double click the dog/bar.
2. Click the “Pattern” tab at the top of the window.
3. Click the “Fill Effects” button in the centre of the window.
4. Click the “Picture” tab.
5. Choose to “Stack and Scale” to: 1 Units/Picture.



**Inserting Additional Pictures:**

1. Repeat the “Inserting a Picture” directions for each bar in your chart.
2. If necessary, also repeat the “Formatting the Picture” directions for each bar.

**Other Options:**

1. Double click a number in the axis at the right of the chart.
  2. Click the “Scale” tab.
  3. Change the major unit to 1.
1. Right-click a blank area of the chart; choose “Chart Options”.
  2. Click the “Gridlines” tab.
  3. Click to “check” one or both of the major gridlines, as desired.

