SKILLS AND INTERESTS

LEVEL 8

Level 8: Lesson Plan: I Like Math!

EXTENSION ACTIVITY

LEVEL 8

BOOK TITLE
I Like Math!

TOPIC
Skills and Interests

LENGTH
1 Lesson (1 Hour)

Essential Question

What do we use math for in everyday life, and what kinds of work require math?

Lesson Overview

In this lesson, the teacher has the students make connections between *I Like Math!* and what they have learned about math so far. It requires active participation of the students and teacher.

REQUIRED MATERIALS

- *I Like Math!*
- Chart paper
- Paper for drawing
- Drawing utensils (crayons or markers)

LEARNING ACTIVITIES

Class discussion about the reading.

Brainstorming activity about math.

Class discussion about jobs that use math.

Drawing pictures of jobs that use math.

LEARNING CONNECTION

The students begin to understand that math is used in many everyday activities at work, at home, and at school. The lesson builds on their understanding of the book *I Like Math!*, which shows how counting, measuring, patterning, and other math-related activities are useful for both work and play. Through a class discussion, students begin to understand that math is not just something they practise at school but a skill they need in their daily lives.

READING VOCABULARY

Counts, numbers, solving, puzzles, make, sorts, groups, shapes, measuring.

PRE-LESSON PREPARATION

1. On a piece of chart paper, write a list of jobs in the community. Try to think of at least one job for every two students in your class. Consider including the following:

   - Nurse
   - Teacher
   - Truck driver
   - Builder
   - Post office worker
   - Dentist
   - Shop clerk
   - Hunter
   - Artist

1. Ask students a question to get them thinking about math.

   "When you think of math, what kind of activities come to mind?"

2. Read the book *I Like Math!* to the students.

3. Talk with the students about the activities Daisy did in the book. Ask them which activities seemed like fun to them and why. Ask if they might use math to do these activities and, if so, how.

   "Which activities in the book did Daisy use math for? How did the math help her? Which activities seemed like the most fun to you? Why? How would you use math with each one?"

4. Challenge students to think of something they have done at school today that involved using math. They may have trouble answering or may limit their answers to mentioning any math lessons done at school that day. Prompt them to expand their thinking by asking questions such as:

   "Did we use math when we lined up after recess?"

   Sample answer: "Yes. We had to count each other to make sure we were all here and that nobody was missing or late."

   "Did you use math when you left your house for school this morning?"

   Sample answer: "Yes. I had to think about how long it would take me to get to the bus or to walk to school and then plan to leave at the right time."

   "Do we use math when we pack a qamutiik?"

   Sample answer: "Yes. We have to think about how big items are and whether certain items can fit inside other ones."

   "What about sewing? Do we need math for sewing?"

   Sample answer: "Yes. We measure material before we cut it, and we match shapes."

5. Show the list of jobs you wrote on chart paper in the **PRE-LESSON PREPARATION**. Read the list of jobs out loud and tell students that each of these jobs requires that the people who work at them use math.

6. Divide the students into pairs. Assign one job to each pair of students. Ask the pairs to think of two or more ways a person doing their assigned job has to use math. Ask students to draw a picture that shows how math is used in their assigned job. Instruct students that they can use math symbols, such as numbers, geometric shapes, rulers, clocks, etc.

   Some ideas students may incorporate into their pictures include:

   - A teacher needs to know math to teach math to kids.
   - A builder needs to know how to measure.
   - A cashier needs to be able to add and subtract to give people the right change.
   - An artist needs to use patterns or calculate how to use the space for a painting.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Invite pairs of students to share their drawings with the class and explain their thinking.
2. Display the drawings in the classroom.