Features of Mixing in Math
Workshop Guide
Combining Modules
Introduction
Get Ready, Get Set, Lead
Solve It
Activities and Themes
Idea Exchange
Director Talk
Handouts
  Action Plan
  Content Chart
  Guide to Mixing In
  Solve It (2 pages)
  Speak For the Activity
Features of **MIXING IN MATH**

MIXING IN MATH activities help after-school staff slip a little math into snack time, outdoor time, games, routines, and projects for kids K–6th grade.

**MIXING IN MATH activities are:**

- **Quick ways to add math into what you already do with kids.** You don’t need a separate time for MIXING IN MATH.
- **Flexible.** Pick any activity and use it just once, daily, or monthly. Some activities take 5 minutes; some take up to an hour.
- **Easy to prep.** Activities either use no materials or simple things like paper and a clock.
- **Easy to lead.** You don’t need math background or special training.
- **Designed to meet after-school needs** such as filling a few spare minutes, building community, helping kids take on responsibility, and providing games kids can play on their own.
- **FREE!** Use our website to download the activities and learn more about Mixing in Math: [http://mixinginmath.terc.edu](http://mixinginmath.terc.edu).

**MIXING IN MATH builds skills for everyday life such as:**

- **Timing** Kids use clocks, watches, and calendars to develop their sense of time.
- **Measuring** Kids use rulers, yardsticks, and their own arm span to find and compare sizes.
- **Data sense** Kids gather and organize fun facts, vote, and take polls.
- **Predicting patterns** Kids investigate patterns—in plant growth, in weekly recycling, and in musical rhythms.
- **Estimating and calculating** Kids plan fundraisers and spending on snacks, practice proportional reasoning as they double and triple recipes, and play number and strategy games.
- **Spatial sense** Kids build, draw, and find shapes, and play games involving movement and direction.
- **Number sense** Kids put on skits, make up stories, and play games involving numbers in everyday life.

*MIXING IN MATH is funded by the National Science Foundation under Grant No. ESI–0406675*
Workshop Guide

This guide is a resource for planning and leading MIXING IN MATH workshops. Combine any of the six modules to fit the time and goals of the workshop. Anyone enthusiastic about MIXING IN MATH can lead the workshops; no math expertise is needed.

Includes six modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Goal for participants</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Learn about MIXING IN MATH and try an activity</td>
<td>25–40 mins.</td>
</tr>
<tr>
<td>Get Ready, Get Set, Lead</td>
<td>Experience, lead, or co-lead a MIXING IN MATH activity.</td>
<td>5–30 mins.</td>
</tr>
<tr>
<td>Solve It</td>
<td>Find MIXING IN MATH activities to address specific needs, such as enriching the time spent waiting in line.</td>
<td>20–30 mins.</td>
</tr>
<tr>
<td>Activities and Themes</td>
<td>Match the MIXING IN MATH activities with parts of a program (fitness, circle time) or special themes</td>
<td>20–30 mins.</td>
</tr>
<tr>
<td>Idea Exchange</td>
<td>Share the successes and challenges of using MIXING IN MATH with kids.</td>
<td>5–15 mins.</td>
</tr>
<tr>
<td>Director Talk</td>
<td>Discuss how MIXING IN MATH can benefit programs.</td>
<td>10–20 mins.</td>
</tr>
</tbody>
</table>

Handouts and MIXING IN MATH materials

Before giving a workshop, decide which MIXING IN MATH materials to distribute. For instance:

- **Distribute a few activities each month.** Hand out all the fitness activities one month, all the activities for building community the next month, or choose a selection from each area.

- **Organize activities according to math content.** (See math content charts). This works well if your program coordinates learning with children’s school curriculum.

- **Provide program leaders with a sample of MIXING IN MATH materials.** A few activities, Features of MIXING IN MATH, the content charts, and the web address where they can download materials for free: [http://mixinginmath.terc.edu](http://mixinginmath.terc.edu).

Have a wonderful time mixing math into your program! Contact us with your questions, comments, or feedback.

Marlene Kliman
marlene_kliman@terc.edu

Martha Merson
martha_merson@terc.edu

TERC
2067 Massachusetts Avenue
Cambridge, MA 02140
617-547-0430

http://mixinginmath.terc.edu

Mixing in Math Training Guide: Workshop Guide
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## Combining Modules

Suggested module combinations.

### For a workshop

<table>
<thead>
<tr>
<th>If you have...</th>
<th>Use ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–30 mins.</td>
<td>Introduction</td>
</tr>
<tr>
<td>45–60 mins.</td>
<td>Introduction; Ready, Set, Lead; Solve It</td>
</tr>
<tr>
<td>90–120 mins.</td>
<td>Introduction; Ready, Set, Lead; Activities and Themes; Solve It</td>
</tr>
<tr>
<td>10–20 mins. in a training on literacy, crafts, or another topic</td>
<td>Use the context chart to choose MIXING IN MATH activities that fit your training theme. For instance, if you are giving a workshop on gym games, introduce some MIXING IN MATH activities that involve physical activity.</td>
</tr>
</tbody>
</table>

### For a follow-up

<table>
<thead>
<tr>
<th>If you have...</th>
<th>Use ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–15 mins.</td>
<td>Ready, Set, Lead or Idea Exchange</td>
</tr>
<tr>
<td>20–30 mins.</td>
<td>Activities and Themes; Solve It; or Ready, Set, Lead</td>
</tr>
<tr>
<td>30–60 mins.</td>
<td>Ready, Set, Lead; Activities and Themes; Idea Exchange</td>
</tr>
</tbody>
</table>

### For presentations to directors and other leaders

<table>
<thead>
<tr>
<th>If you have...</th>
<th>Use ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>40–60 mins.</td>
<td>Introduction; Director Talk</td>
</tr>
<tr>
<td>60–90 mins.</td>
<td>Introduction; Director Talk; and either Solve It or Activities and Themes</td>
</tr>
</tbody>
</table>
Introduction

Session Goals

- Acquaint participants with *Mixing in Math* so that they can use the activities with children and co-workers.
- Build staff members’ understanding of the role that *Mixing in Math* is to play in their program.
- Reassure participants that they already have all the math needed to use *Mixing in Math*. No special math knowledge is required!

Before You Begin

- Plan how you will explain your organization’s reasons for implementing *Mixing in Math*. Choose two or three features to emphasize. (See Handout, *Features of Mixing in Math* for ideas.)
- Read the *Mixing in Math* handouts and become familiar with the *Mixing in Math* activities.
- Try *How Many in a Minute?* with kids. If time permits, try a few other *Mixing in Math* activities.
- Decide on an action (perhaps doing arm circles or drawing stars) for *How Many in a Minute?*
- Make a plan for follow-up, scheduling another session or time at a staff meeting so that participants can voice questions or share tips and ideas.

Arrival, Introduction, and Goals (5 minutes)

1. Welcome participants, introduce yourself, and ask them to introduce themselves quickly.
2. Provide some background on *Mixing in Math*;
   - *Mixing in Math* can be used along with whatever you already do with kids (games, snack time, outdoor time). You simply slip a little “everyday life” math into your routines.
   - Anyone who can figure out what time to get up in order to get somewhere by 8 a.m. can lead these activities—that’s the kind of everyday life math involved.
   - *(Optional)* These materials were developed with funding from the National Science Foundation. The authors, curriculum developers at TERC in...
Cambridge, MA are doing research with a wide range of after-school programs. The activities have been tested with groups like ours.

3. Explain why **Mixing in Math** is a good fit with your program and what needs it addresses. You might refer participants to the handout, *Features of Mixing in Math*. Emphasize that **Mixing in Math** enables them to put math into what they already are doing—it does not require big changes or taking on a new curriculum.

4. Explain the session plan:

   *The best way to learn about **Mixing in Math** is to try it. We’re going to start by doing an activity, then we’ll talk about how it benefits kids.*

**How Many in a Minute? (10–15 minutes)**

1. Lead the activity as described.
   - Ask participants to estimate how many [[arm circles they can make]] in a minute. When they do this with children, each child can choose something to do for a minute.
   - Record predictions on chart paper, with the person’s initials.
   - You time while everyone else does the activity.
   - Record everyone’s actual numbers. As a group, compare predictions and actual numbers.
   
   Ask for predictions about what would happen if the group did the same thing for another minute:
   
   *Would you be able to do more in a minute? Less? Would kids be able to do more or fewer than adults?*

2. Facilitate discussion about the math.

   *What math came up?*

   *(Timing, keeping records, counting, subtracting to compare predictions and counts, getting a sense of how long a minute is.)*
Get Ready, Get Set, Lead

Session Goal
Participants experience leading and doing a Mixing in Math activity.

Before You Begin

- Choose a Mixing in Math activity that fits in with an upcoming theme (e.g., a holiday celebration, elections) or program component (e.g., arts and crafts). Make sure that you have enough time for both doing and discussing the activity.
- Plan who will lead the activity. As needed, spend time with one or more staff members to make sure they are ready and enthusiastic. (Be prepared to co-lead or take over, just in case.)

Participants Lead an Activity (5–25 minutes)

1. Introduce the activity by explaining how it fits with an upcoming theme or a program component.
2. A staff member leads the activity for the group.
3. Debrief the activity:
   - What did you like about the activity?
   - Has anyone used this one with kids? What happened?
   - If possible, tell an anecdote about using the activity and mention math that the kids did or learned.
4. Discuss fit with your program:
   - When during the day could you use this activity? How can it be “mixed in” to the schedule?
   - Flipping through the activity packet, what other Mixing in Math activities might fit the same upcoming theme or program component?
5. If time permits, invite one or two staff members to lead a variation of this activity or a different activity.

Time: 5–30 minutes (varies with the length of the activity chosen)
Optimal group size: up to 25

Materials
Chart paper and markers
Any materials needed for the chosen activity
Scrap paper and pencils

Extra copies available
Activity packet (from Introduction module)
Action Plan handout
Content Chart (Summary) handout
Content Chart (Detailed) handout
Features of Mixing in Math handout
Key to Symbols handout
Guide to Mixing In handout
Wrap Up and Assignments (up to 5 minutes)

1. Review your expectations of participants’ use of MIXING IN MATH. Ask staff to state when in the next week they’ll lead the activity with kids.

2. For the next group meeting, choose one or two participants to lead another activity.
Session Goal
Participants find ways to use Mixing in Math activities to address specific needs such as keeping kids occupied when they’re waiting.

Before You Begin
- Review the Solve It handout and decide whether to use the prepared version or to make your own, using the blank template.
- Ask participants to bring their sets of Mixing in Math activities with them.

Solve it with Mixing in Math (15–25 minutes)
1. Explain that participants will work in pairs or small groups to find ways that Mixing in Math can be used to engage restless kids or to enhance down times.
2. Distribute the Solve It handout. Assign one or more situations to each pair or small group. For each situation, they find at least two Mixing in Math activities that they could use.
3. After about 10 minutes, call the group together to describe their choices.
4. Ask everyone in turn to say something appealing about one of the activities reviewed. You speak first to set the tone. For example:
   “LocoMotion” sounds just right for the second graders who like to run across the cafeteria even though they know the rule is no running.

Assignments, Questions, and Closing (5 minutes)
1. Ask that during the next week, everyone try at least two of the activities they learned about today.
2. Gather suggestions for topics and activities participants would like to look at in future meetings.

Time: 20–30 minutes
Optimal group size: up to 25

Materials
- Chart paper and markers
- Scrap paper and pencils
- Solve It (prepared version or your version)

Extra copies available
- Activity packet (from Introduction module)
- Action Plan handout
- Content Chart (Summary) handout
- Content Chart (Detailed) handout
- Features of Mixing in Math handout
- Key to Symbols handout
- Guide to Mixing In handout

It’s OK if more than one group does the same set of situations. Those who finish early can think up their own situations and find Mixing in Math activities that can help.
Activities and Themes

Session Goal
Participants become familiar with a wide variety of Mixing in Math activities while considering how the activities can support themes or program components such as fitness, literacy, and community building.

Before You Begin
- Select several Mixing in Math activities that fit with a program component (e.g., gym games, community time, daily routines) or an upcoming event or theme.
- Ask participants to bring their sets of Mixing in Math activities.

Speak for the Activity (15–25 minutes)
1. Announce the theme or program component you chose for the session.
   
   For this session we'll brainstorm ways to fit Mixing in Math into our [[daily outdoor]] time.

2. Explain that participants will work in pairs to prepare a one-minute summary of an activity telling how they could lead it as part of [[outdoor]] time.

3. Give each pair one of the activities you selected along with the Speak for the Activity handout.

4. After 10 minutes, call the group together to present.

5. Ask everyone in turn to say something that appeals to them about one of the activities reviewed. You speak first to set the tone. For example:

   “Special Snack” could involve children in planning for our monthly birthday celebration.

Assignments, Questions, and Closing (5 minutes)
1. Ask that during the next weeks everyone try at least two of the activities they have described.

2. Let participants know how they can reach you if they have further questions.
Idea Exchange

Session Goal
Participants share experiences using Mixing in Math activities.

Before You Begin

☐ Choose a Mixing in Math activity that most participants have tried with kids.

☐ Ask participants to bring their copies of the Mixing in Math activities for use during the session.

☐ Create and post a chart like the one below, but for your chosen activity. List a couple of examples and leave room for more.

<table>
<thead>
<tr>
<th>How Many in a Minute?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated action</td>
</tr>
<tr>
<td>jumping jacks</td>
</tr>
<tr>
<td>catching a ball</td>
</tr>
</tbody>
</table>

Report Back on a Mixing in Math Activity (5–10 minutes)

1. Ask participants to record their experiences on the chart.

2. Invite participants to comment, asking:
   
   - What worked well? Why do you think so?
   
   - Did you encounter any rough spots?
   
   - What would you do differently?
   
   - Did you make changes in the activity? If so, what changed?

3. Ask participants in turn (or ask volunteers) to say what they’d like try next with their group of kids.

4. Ask participants to list ways they could incorporate the activity into a theme or program component on next month’s schedule.

Optimal group size: up to 25

Materials
- Chart paper and markers
- Scrap paper and pencils
- Activity packet (from Introduction module)
- Action Plan handout
- Content Chart (Summary) handout
- Content Chart (Detailed) handout
- Features of Mixing in Math handout
- Key to Symbols handout
- Guide to Mixing In handout

Time: 10–15 minutes
Wrap Up and Assignments (up to 5 minutes)

1. Review your expectations for participants’ use of Mixing in Math, which activities, how often, and how to mix them in.

2. If time permits, ask participants to share their Action Plan. Give them a few minutes to update these.

3. Choose staff to read through, try out, and lead an activity for the next group meeting time.
Director Talk

Session Goal
Engage program leaders in describing how Mixing in Math can fit and benefit their programs.

Before You begin

☐ Find out the mission, strengths, and/or target audience of the organizations that participants represent so that you can anticipate their questions.

☐ Prepare chart paper with discussion points for participants to address during “Benefits of Mixing in Math.”

☐ Prepare contact list of local organizations using Mixing in Math.

Using Mixing in Math (5 minutes)

1. Talk about the range of programs that use Mixing in Math.

   - After-school programs. In the development phase, 50 after-school programs serving 3,000 children tested Mixing in Math. They included highly structured academic programs as well as programs with a recreational emphasis. Most of the activities are best suited to children in the elementary grades.

   - Other educational programs. Mixing in Math is also used in library and museum programs, teen-led community programs, schools, and at home.

2. Give examples of ways that different programs use Mixing in Math. Provide anecdotes based on the experience of local organizations (and contact information for those organizations) if possible. For instance:

   - Regular routines. Some programs designate a set of activities that all staff use regularly (e.g., a weekly estimation activity like How Many in the Jar?), and another as a resource for staff to use on an occasional basis (e.g., those involving projects such as growing and measuring plants).
• **Activities in context.** Some programs always integrate **Mixing in Math** activities into their program components. For instance, whenever children cook the staff lead *Double or More*.

• **School connections.** Some programs coordinate **Mixing in Math** with school math topics. For instance, if children will be studying measurement in school, staff members can lead *Search and Measure* to build kids’ experience with rulers.

Point out the content charts: teachers may find the full chart useful, while parents and staff may prefer the summary version.

3. **Mixing in Math** can be used successfully without any training, but research shows that even a short orientation with follow-up builds confidence and understanding of how to mix in math. Anyone can lead a training—once you’ve tried a few **Mixing in Math** activities with children, you’ll be ready to train your own staff.

4. Remind participants that the training plans, activities, and all other materials are on the **Mixing in Math** website and can be downloaded for free.

**Benefits of ** **Mixing in Math** (5–20 minutes)**

1. Ask participants to form groups of 2 or 3 to:
   - List the potential benefits to children, staff of incorporating **Mixing in Math**;
   - Sketch out a plan for how to implement **Mixing in Math**. Consider who will embrace the materials and how you can manage challenges or resistance.

2. Five minutes before the end of the session, call the group together to share some of their ideas. Note the challenges raised and begin a list for yourself for following up to support or offer resources to meet these challenges.

3. Use the remaining time to answer any questions.

4. Before participants leave, distribute content and context charts, and *Features of **Mixing in Math***.

5. Let participants know how they can reach you if they have further questions.

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*Make the handouts available so that folks who need to leave early can pick them up as they go.*

*Download free materials at:*

http://mixinginmath.terc.edu

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*Note*
3. Ask participants to list ideas of other things they might suggest kids try in a minute. Here are some examples:

<table>
<thead>
<tr>
<th>Fitness</th>
<th>Art</th>
<th>Literacy</th>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do jumping jacks</td>
<td>Cut out heart shapes</td>
<td>Write your name</td>
<td>Return books to shelves</td>
</tr>
<tr>
<td>Do sit-ups</td>
<td>Make a paper chain</td>
<td>Write the letter “R”</td>
<td>Fill cups with water</td>
</tr>
<tr>
<td>Throw and catch a ball</td>
<td>Fold paper for greeting cards</td>
<td>Write numbers in order (1, 2, 3,...)</td>
<td>Set places at the snack table</td>
</tr>
</tbody>
</table>

4. Work with participants to generate a list of suitable times to use *How Many in a Minute?* (for instance, before an art project, when cleaning up at the end of the day, or while waiting for snack.)

**Overview of the Materials (5–10 minutes)**

1. Refer participants to the packet of *Mixing in Math* activities and the *Key to Symbols*. Call attention to *How Many in a Minute?*, the activity they just did as a group.

2. Point out the features they will find in every activity:
   - A goal
   - Time estimate
   - Level/Grade
   - Materials
   - Steps
   - Math Spotlight and Everyday Life Connections

Point out that the activities can be adapted to almost anything going on in an after-school program. *How Many in a Minute?* is initially presented with ideas for physical activity. Variations include ideas for other practical or musical ways to fill a minute kids could do during the minute.
Assignments, Questions, and Closing (5–10 minutes)

1. Review the plan for using Mixing in Math in your program/organization, and explain your expectations. For instance, you might request that everyone lead *How Many in a Minute?* at least once in the next week, and then do at least one new activity each week. Or, you might require daily use of an activity such as *Line Up* or *Taking Attendance*.

Distribute the Action Plan handout. Give participants a moment or two to start a plan for which activities they will do in the next month and when.

2. If you will be meeting again soon, choose one or two participants to read through, try out, and lead a certain activity for the next group meeting.

3. Use the remaining time to answer any questions.

4. Let participants know how they can reach you if they have questions.

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**Hard questions?**
If there are questions you can’t answer, please contact Marlene Kliman at TERC, marlene_kliman@terc.edu.
### Action Plan

Make a plan to lead or offer at least three **Mixing in Math** activities in the next month.

A sample entry is below.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Date/Time Planned</th>
<th>Group</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LocoMotion</td>
<td>Mon. 10/15</td>
<td>Everyone</td>
<td>Choose two field day events to use. Bring a watch! Decide if 10 seconds works or try 20 seconds.</td>
</tr>
<tr>
<td></td>
<td>Introduce as a warm-up before field day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri. 10/19</td>
<td>Red Group</td>
<td>Try with kids who get wild on Fridays.</td>
</tr>
<tr>
<td></td>
<td>Outdoor time or gym time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Content Chart
Summary Version

Data and Probability
Endurance
Filling the Time
Getting to Know You
Growing Plants
Guess My Number
Guess My Rule
Guess Which One
How Many in a Minute?
Line Up
LocoMotion
Majority Rules
Piles of Paper
Pocket Change
Quick Questions
Rate It
Read the Label

Measurement and Time
Building Houses
Check the Clock
Countdown
Double or More
Endurance
Filling the Time
Find a Partner
Find Someone
Growing Plants
How Many in a Minute?
Is It Possible?
Line Up
LocoMotion
Picture Board
Piles of Paper
Read the Label
Search and Measure

Geometry
Building Houses
Find Someone
Guess Which One
How Many in a Minute?
I Spy Shapes
Is It Possible?
Picture Board
Search and Measure
Turn My Way

Number and Computation
Check the Clock
Countdown
Double or More
Fair Shares
Find Someone
Getting to Know You
Guess My Number
Guess My Rule
How Many in a Minute?
How Many in the Jar?
Is It Possible?
Jumping to 100
Majority Rules
Name Game
Paper Bag Skits
Penny Jar
Picture Board
Play to 10
Pocket Change
Rate It
Read the Label
Special Snack
Take Ten
Taking Attendance
Team Up
Top That

Algebra and Patterns
Catch the Beat
Double or More
Growing Plants
Guess My Number
Guess My Rule
Guess Which One
Jumping to 100
Name Game
Piles of Paper
Guide to Mixing In

Daily Routines
- Check the Clock
- Count Down
- Filling the Time
- Find a Partner
- I Spy Shapes
- Line Up
- Majority Rules
- Piles of Paper
- Rate It
- Take Ten
- Taking Attendance
- Top That

See Variations in
- Team Up

Arts and Crafts
- Building Houses
- Double or More
- Picture Board

See Variations in
- Catch the Beat
- Fair Shares
- Filling the Time
- Find Someone
- How Many in a Minute?
- Name Game
- Taking Attendance

Community Building
- Find Someone
- Getting to Know You
- Penny Jar
- Quick Questions

See Variations in
- Guess Which One
- Line Up
- Majority Rules
- Special Snack
- Turn My Way

Drama, Dance, Music
- Catch the Beat
- Paper Bag Skits

See Variations in
- Building Houses
- Endurance
- Fair Shares
- How Many in a Minute?
- Pocket Change
- Special Snack

Literacy
- Name Game
- Pretend Picnic

See Variations in
- Endurance
- Filling the Time
- Find a Partner
- Find Someone
- I Spy Shapes
- Jumping to 100
- Paper Bag Skits
- Rate It
- Top That

Math and Science
- Growing Plants
- Guess My Number
- Guess My Rule
- Guess Which One
- How Many in the Jar?
- Jumping to 100
- Play to 10

Cooking
- Fair Shares
- Double or More
- Read the Label
- Special Snack

See Variations in
- Count Down
- How Many in the Jar?

Outdoors
- Is It Possible?

See Variations in
- Check the Clock
- Find a Partner
- Growing Plants
- Guess Which One
- Search and Measure
- Top That

Physical Fitness
- Endurance
- How Many in a Minute?
- LocoMotion
- Search and Measure
- Team Up
- Turn My Way

See Variations in
- Getting to Know You
- I Spy Shapes
- Jumping to 100
- Play to 10
- Quick Questions

World Cultures
- Pocket Change

See Variations in
- Building Houses
- Check the Clock
- Double or More
- Guess My Number
- Guess Which One
- Search and Measure

http://mixinginmath.terc.edu

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Solve It

List at least two MIXING IN MATH activities you could use for each situation. If you work with different ages, choose activities for different age groups. Be prepared to explain your choices.

| Handout |
|------------------|------------------|
| An educational game for kids to play once they’ve finished homework. |
| A structured way for kids to burn off energy. |
| An activity for a group of 5-25 kids to do when waiting in line. |
| A way to integrate new kids into a tight-knit group. |
| A way to fill an hour-long block because a special event was suddenly cancelled. |
| Something for kids waiting for pick-up at the end of the day. |
| An icebreaker for a parent/child event. |
| A way for kids to fill an extra 10 minutes or so. |
| A partner activity that older elementary school-aged kids can do with pre-readers or beginning readers. |
| An activity that supports the theme for the month: Puerto Rican culture. |
| A way to involve kids in everyday tasks such as taking attendance and setting up snack. |
| A way to help kids settle down and focus after playground time or free time. |

http://mixinginmath.terc.edu
Solve It

List at least two Mixing in Math activities you’d use for each situation. If you work with different ages, choose activities for different age groups. Be prepared to explain your choices.
Speak for the Activity

You will read a Mixing in Math activity and then explain it to others. As you read, jot down notes on your answers.

Activity name: ______________________________________

1. How can you describe this activity briefly for others?

2. What’s fun for kids about this activity? Or, how could you make it more fun?

3. What do kids learn from this activity?

4. How could you vary this activity to fit your program?

5. When in the next couple of weeks would be a good time to do the activity? What day? What time of day?

6. Will you try it with a whole group, a small group, a certain age group?