**Engaging Math Activities** **Contributed by Teachers in the Chicago Algebra Connections Program, March 2005**

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| Play "Around the World" with math facts. Have two math teams and play "math competition" using chalkboard or dry erase boards.<br><br>By Joeal Kuzmin<br>Hefferan School | My favorite math book.<br>Students make a book of their favorite math problems. They should illustrate and explain the steps for each problem.<br><br>By Phyllis Grider<br>Herzl School | Estimate the temperature.<br>o Write down the previous day's temperature.<br>o Predict the next day's temperature.<br><br>By Darryl Winn<br>Gregory School | Make a graphic organizer to solve a problem with order of operations.<br><br>By Daphne Islam-Gordon, Gregory School |
| Math Operations<br>Have the students make up a math problem of their own using three steps of order of operations. The student who finishes first wins, then explain why you chose the numbers and operations.<br><br>By Veronica Andrews<br>Herzl School | Make a budget.<br>You have an income of $2,000 per month. Your expenses are rent, telephone, light, and food. Estimate how much your expenses would be (ask your parents for help).<br><br>By Josephine Hatch-Skipper<br>Gregory School | Connect probability to your life.<br>Ex: What is the probability you will randomly select a pair of white socks from your drawer?<br><br>By Molly Reed and<br>Janette Duewel<br>Gray School | Make a fraction book.<br>• Make a ten page book.<br>• Write fractions, show pictures.<br>• Write equivalent fractions and write steps.<br><br>By Biola Orekoya<br>Gregory School |
| Look in one room of your house and write down the items you see that have the following:<br>o Parallel lines<br>o Cubed shaped<br>o Perpendicular lines<br>o Polygons<br>o Intersecting lines<br><br>By Sylvelia Pittman<br>Hefferan School | • Make a percent crossword puzzle.<br>• Make an addition crossword puzzle (x, algebra).<br>• Write codes using math problems.<br>• Build an object (house, animal, etc.) to a different scale.<br><br>By Gil Galarza<br>McPherson School | • Give an "identity" to each child (random pull of a card).<br>A number A sign<br>An operation A variable<br>• Role a die (or a big sponge).<br>• The number indicates how many people they select.<br>• Then, they create a problem from those elements (points).<br>• Solution (from another team).<br><br>By Joanne Syncheff<br>Johnson School | • Make a chart that compares and contrasts values of decimals and fractions.<br>• Home model: create scale drawing of home, figure out area, volume, create 3D model.<br><br>By Roger Castellanos<br>McPherson School |


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