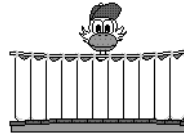# What's My Number?

Number Tunes   Music

If students are not already familiar with number songs, introduce them to songs such as "The Ants Go Marching." Encourage participation by selecting ten volunteers (one for each verse). While the whole class sings, "The ants go marching one by one . . .", the first volunteer marches around the room, pausing only when it is time to say or sing a made-up line, such as, "The first one ate my hot dog bun." Continue adding volunteers for each successive verse, the last volunteer always making up the new line. Repeat the activity on other days with a different ten students until all have had a chance to march.

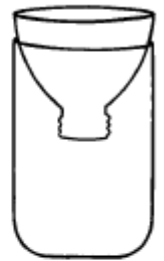### Just Add Rain   Science

Follow these three steps to make a rain gauge. Using water from a pitcher, demonstrate how rain is collected and measured. Have students take turns determining the amount of "rainfall" when water is added to an empty gauge, as well as when water is added to a partially filled gauge ("If there were 2 inches of rain in the gauge, and now there are 4 inches, how many inches has it rained?"). Liven up rainy days by setting the gauge outside, near a classroom window, for real-world measurements. Mention other types of instruments used for measuring (thermometers, barometers, etc.) and discuss why these measurements are important.
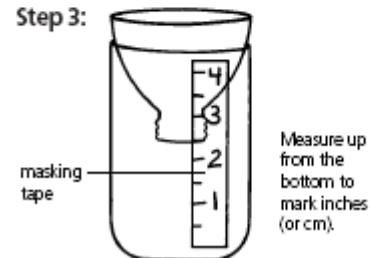
Step 1: plastic soda pop bottle — Cut here.

Step 2:

Step 3: masking tape — Measure up from the bottom to mark inches (or cm).

Paint by the Numbers   Physical Education

As a cool-down activity after an outdoor physical education period, here's a fun way for students to practice writing and solving equations. Pair students to work together, outfitting each pair with an old paintbrush and a plastic bucket of water. After the first student "paints" an equation (for example, 2+1 =) on the sidewalk or blacktop, the second student quickly "paints" the answer before the equation dries up and disappears. Encourage students to switch roles after each equation.

One of, Two of…

Make pages 69 and 70 into transparencies. Using an overhead projector, show one of the pages on a screen. Ask students to think of something there is "zero of" (elephants, trees, whales, etc.) in the classroom. Explain that nothing is drawn next to the numeral 0 on the transparency because there are no elephants (for example) in the classroom. Then ask students to find something there is "just one of" (teacher, clock, window) in the classroom and have a volunteer draw it next to the numeral 1. Continue the activity for each of the numerals. A fun variation of this activity is to project the image onto a large sheet of white paper instead of a screen. Then volunteers can draw on the paper instead of the transparency. Or, turn this into a "cut and paste" activity for younger students, using old magazines or catalogs.

```
 0    2      3        8          9
 1
 4          6
 5                              10
 7
```

Older students may be able to do this activity individually or in pairs. Distribute copies of pages and let students work independently. The completed papers can be posted on a bulletin board for students to enjoy the variety of responses.

Arithmetic, Tac, Toe **Problem Solving**

To prepare for this two-player equation game, first collect ten milk-bottle caps and mark each with a number from 1 to 5 (two bottle caps for each number). Drop all the bottle caps into a bag and shake them up. Next make a copy of page 71 and cut the game boards apart. Set one aside to play later. You are now ready to explain the game to the students.
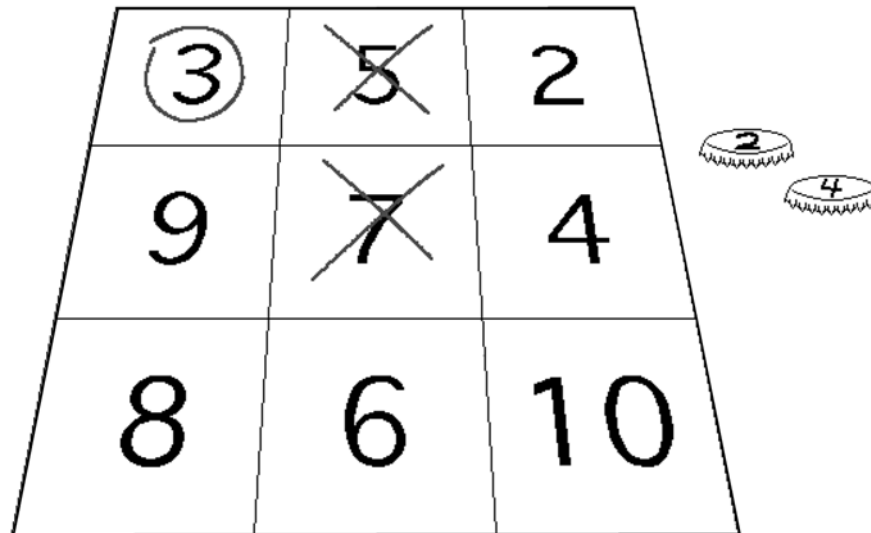
The first player selects two bottle caps from the bag and draws an X on the square that displays the sum of the bottle cap numbers. For example, if the player selected a 2 and a 3, the player would draw an X on the square with the number 5. The second player then takes a turn, drawing two bottle caps and placing an O on the correct square. If a square has already been marked, the player must pass. Like traditional tic-tac-toe, the winner is the player to first draw a straight line through three X's or three O's.

Winner in a Flash **Problem Solving**

Play a favorite board game, using a deck of equation flashcards instead of the game's dice or spinner. At the start of a player's turn, the player draws a flashcard and must correctly answer the equation in order to move the game piece (by as many spaces as the equation answer).
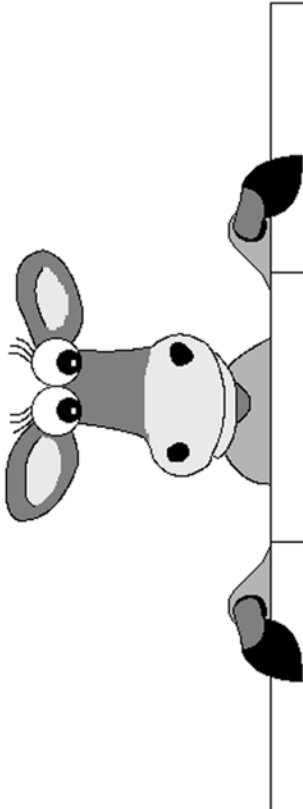
0

1

2

3

4

5

6

7

Use with "One of, Two of..." (page 67).

8

9

10

Use with "One of, Two of..." (page 67).

8	4	10
9	6	2
3	5	7

2	5	3
4	7	9
10	6	8
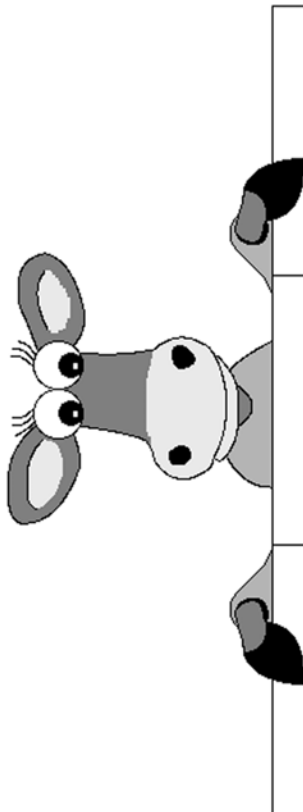
Use with "Arithmetic, Tac, Toe" (page 68).