Lessons on the Spot
Activity Pack

30 Minute Maths Activities
by Peter Clutterbuck

This ready-to-use activity pack contains:
- 5 pages of teaching notes in an integrated teaching sequence
- 5 practical blackline masters
- 20 ‘task card’ activities
- an answer page for all activities
Shapes

Step 1
Discuss the different shapes that students know.
Play a game called ‘Point to’. The teacher says, ‘Point to a circle’. Students may then point to a clock or a button or some other circular shape in the room.
The teacher says, ‘Point to a rectangle’; students may point to a door, window, table, and so on.

Step 2
On the board, draw shapes like these below and challenge the students to find shapes inside the shapes.

Step 3
Make some shapes out of cardboard. Lay them on the floor. Have the students say the names of the shapes as they step on them.

Step 4
Distribute Black Line Master 1 (BLM 1) to students. Explain carefully what the students are expected to do.
Shapes

What to Do

Within the shape below, do the following:

- Colour all triangles red.
- Colour all squares blue.
- Colour all rectangles yellow.
- Colour all circles green.
- Colour all diamonds black.
Number Sentences

Step 1
Using a counting frame, revise simple addition facts with students.
Examples: 1 plus 3 more equals ? = 4
4 plus 4 more equals ? = 8

Step 2
Have the students pair off and form a line facing you. Say a short number sentence to the first pair. For example, ‘Three plus two equals ?’

The student who is first to answer goes to the end of the line. The other sits down. Students keep coming in pairs until there is a champion.

Step 3
Divide the class into teams of four. Tell the students you will say short number sentences and give the answers. When they hear an incorrect answer, they must raise their hands. The first person receives a point. Continue the game until a team reaches 5 points.

Step 4
Distribute BLM 2 to the students. Explain carefully what you want them to do.
Number Sentences

Add and Colour

Work out the answers to the number sentences below. If the answer is 12, colour that shape blue. Then colour the other shapes as follows:

- Colour 8 yellow
- Colour 9 green
- Colour 10 red

Teacher Comments:
Ordinal Numbers

Step 1

Draw some stick-figures in a line on the board. Under each, write a given name.

Julie  Peta  Nada  Joe  Sam  Tran  Tammy

Now ask students questions about the figures. For example:
(a) How many students are there?
(b) Who is first in line?
(c) Who is last in line?
(d) Who is third in line?

Discuss with students what they think is meant by ordinal numbers. What does the word ordinal sound like?

Step 2

Have students form lines (about six in each line). Ask students to nominate their positions in the line. For example, 'I am third in the line, but Mike is second in the line.'

Step 3

Distribute a copy of BLM 3 to each student. Explain carefully what you want them to do.
Ordinal Numbers

Task 1

These young birds have fallen out of their nests. Draw a line to show each bird the way to its nest.

1  2  3  4  5

6  7  8  9  10

7th  10th  4th  8th  3rd

2nd  5th  1st  6th  9th

Task 2

Now, draw lines to link the number to the word and then its ordinal number. An example has been done for you.

1  five  eighth
2  seven  fifth
3  nine  first
4  two  tenth
5  three  ninth
6  ten  seventh
7  eight  second
8  one  fourth
9  four  third
10  six  sixth
Time — The Calendar

Step 1
Discuss how our year is divided up into months and weeks. Have students tell how many months in the year and how many days in the week.

You may wish to mention to students that a month was once called a moonth. In other words, it was the time taken for the moon to orbit Earth — approximately 29 days.

Step 2
Have the students tell the days of the week in order and the months of the year in order.

Step 3
Have each student state what month of the year their birthday is in.

Step 4
To help students remember the number of days in each month, encourage them to learn the old saying:

‘Thirty days has September, April June and November.
All the rest have 31, except February alone
Which has 28 days clear and 29 in each leap year.’

Write the saying on the board and have students say it aloud. Erase some of the words and replace them with dashes. Have the students say it again, adding the missing words. Keep erasing words and challenging students to remember it.

Step 5
Distribute BLM 4 to each student and explain carefully what they are to do.
### The Calendar

#### Task 1
Write in the missing numbers and the missing days.

#### JUNE

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Thurs</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td></td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

#### Task 2
Colour the correct answer.

1. The first day of June was a ✅Saturday | ✅Tuesday.
2. The last day of June was a ✅Wednesday | ✅Friday.
3. There were ✅3 or ✅4 Sundays in this June.
4. The fifth and twelfth days are ✅Mondays | ✅Saturdays.

---

**Teacher Comments:**

---

© Peter Clutterbuck & Blake Education P/L 1999 – 30 Minute Maths Activities (Lower Primary). This page may be reproduced by the original purchaser for non-commercial classroom uses.
Number Patterns

Step 1
Discuss what is meant by the word **pattern**. Have students describe patterns at school or in the home, for example patterns on tables, clothes, carpets.

Step 2
Provide the students with different coloured counters or tiles. Have them work in small groups to create patterns. These can be coloured or numbered. For example:

```
red    blue    red    blue
        []        []        []
```

On your way to school, you could purchase a coloured piece of cardboard and cut it into squares. An even more interesting version of this activity is to place beads on plastic string. Ask the students to explain the patterns they have made.

Step 3
Using a counting frame, have the students count aloud the patterns you make with the beads. For example:

```
2   4   6   8   10 etc
5   10  15  20  25 etc
```

Step 4
Distribute BLM 5. Explain carefully what you want the students to do.
Number Patterns

Write in the missing numbers in each pattern. First you will have to work out the number that is added in each row.

1. 2, 4, _, _, 12, 18
2. 3, 5, _, _, 13
3. 4, 7, 13, 16, 28, 34
4. 5, 10, _, _, 45
5. 10, 20, _, 70, 110
6. 2, 5, 11, 14, 23
Ship Shape (Task Card 1)

- Measure the outside of this shape with:
  (a) paper clips ________________________
  (b) MAB longs ________________________
  (c) unifix cubes ________________________

- Do you know the name of the shape?
  Write its name here. ________________________

Odds and Evens (Task Card 2)

If the group has an odd number, colour it red.
If the group has an even number, colour it blue.
Picture This (Task Card 3)

Look at the picture below.
How many legs altogether? __________________
How many eyes altogether? __________________

Following Instructions (Task Card 4)

- In Circle B, draw four red dots inside a square.

- In Circle A, draw a triangle and put a blue cross in it.

- Draw two yellow lines across Circle C.

- Draw a line from Circle A to Circle B.
Tricky Triangle (Task Card 5)

▲ Draw a line from A to D.

▲ Draw a line from E to B.

▲ Draw a line from F to C.

▲ How many triangles altogether?

______________________________

Twos and Threes (Task Card 6)

☐ Count by twos from 3 to 19.

3  5 __ __ __ __ __ __ __ __

☐ Count by threes from 2 to 17.

2  5 __ __ __ __
Name:

**Something Fishy (Task Card 7)**

- The fish that have a correct answer, colour gold.
- The fish that have a wrong answer, colour black.

**Eights and Twelves (Task Card 8)**

- All the bricks that have an answer of 12, colour red.
- All the bricks that have an answer of 8, colour blue.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 4</td>
<td>3 x 4</td>
<td>2 + 2 + 8</td>
<td>2 x 6</td>
<td></td>
</tr>
<tr>
<td>9 + 3</td>
<td>4 x 2</td>
<td>2 + 6</td>
<td>6 + 6</td>
<td></td>
</tr>
<tr>
<td>2 x 4</td>
<td>6 x 2</td>
<td>4 x 3</td>
<td>1 + 7</td>
<td></td>
</tr>
<tr>
<td>14 - 2</td>
<td>10 - 2</td>
<td>5 + 3</td>
<td>3 + 5</td>
<td></td>
</tr>
<tr>
<td>6 + 2</td>
<td>8 + 4</td>
<td>12 - 4</td>
<td>10 + 2</td>
<td></td>
</tr>
</tbody>
</table>
Left and Right (Task Card 9)

- Draw an apple in the boy’s right hand.
- Draw a ball in the girl’s left hand.
- Colour the boy’s left leg blue.
- Colour the girl’s left leg red.

Find the Web (Task Card 10)

Help the spider find its web by colouring the squares, using the following steps.

1. Colour 4 spaces to right.
2. Colour 1 space down.
3. Colour 1 space to the right.
5. Colour 3 spaces to the left.
7. Colour 4 spaces to the left.
8. Colour 1 space up.
BLM 1 – Shapes
(Teacher-directed correction)

BLM 2 – Number Sentences

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
</tr>
</tbody>
</table>

BLM 3 – Ordinal Numbers

Task 1
(Teacher-directed correction)

Task 2
1. five
2. seventh
3. nine
4. two
5. three
6. ten
7. eight
8. one
9. four
10. six

eighth
fifth
first
tenth
ninth
seventh
second
fourth
third
sixth

BLM 4 – The Calendar

JUNE

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Tuesday
2. Wednesday
3. 4
4. Saturdays

BLM 5 – Number Patterns

1. 2 4 6 8 10 12 14 16 18
2. 3 5 7 9 11 13 15 17
3. 4 7 10 13 16 19 22 25 28 31 34
4. 5 10 15 20 25 30 35 40 45
5. 10 20 30 40 50 60 70 80 90 100 110
6. 2 5 8 11 14 17 20 23

Task Card 1 – Ship Shape
Answers depend on the equipment available.

Task Card 2 – Odds and Evens

Apples – blue
Bananas – red
Stars – blue
Ice-creams – blue
Cats – blue
Trees – blue
Pears – red
Oranges – red
Rectangles – red

Task Card 3 – Picture This
28 legs, 14 eyes

Task Card 4 – Following Instructions
Task Card 5 – Tricky Triangle

There are 13 triangles altogether. The teacher may accept 6 or 7 as a sufficient answer.

Task Card 6 – Twos and Threes
3 5 7 9 11 13 15 17 19
2 5 8 11 14 17

Task Card 7 – Something Fishy

Gold — G, Black — B

Task Card 8 – Eights and Twelves

Blue — B, Red — R

Task Card 9 – Left and Right

blue red

Task Card 10 – Find the Web