

 **WHAT IS IT? (RATIONALE)**

This activity is derived from the idea of teamwork based on skills used during a ropes course. The Math Bridge is designed to develop many of the same skills, however, it uses something more and that is the ability to sequence. Problem solving and sequencing are major issues in math. If one has trouble sequencing, counting to 100 could be difficult. This activity will enhance these skills.

 **GETTING STARTED (PROCEDURES & MATERIALS)**

You will need a two by four or other long piece of wood (for younger children, floor tape is advisable). You will also need number cards ranging from 0 through 100.

The students should be placed in groups. Several groups may take part in this activity at the same time. After the groups are formed, have the students get on the piece of wood or tape. Shuffle the number cards, and then hand each child one card. The children are to remain balancing without leaving the board or piece of tape and move so that they rearrange themselves on the board/ tape from left to right in progressive numbers. The objective is to get all numbers in order without anyone stepping off the board/tape.

 **SOURCE**

Adaptation: Melissa McPherson, student Abion College






 **DEVELOPED BY:**

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 **ADAPTATIONS**

The instructor can give any number of rules and any situation he/she feels will enhance the class' ability to work together and accomplish the task. As the children get older, they can be given math problems in addition, subtraction, multiplication, division, percentages, fractions, etc. They must solve the problem and line up according to the answer.

 **COMMENTS FROM PILOT PROGRAM**

-  "I used numbers 1-50,000."
-  "Try organizing using these criteria : evens at one end and odds at the other, multiples of 5 at one end and multiples of 3 at the other, etc."
-  "Great for problem solving and the students loved it. Have the teams run through this activity 2 times and after the first time through discuss strategies and what each team did well. I also set a time limit."
-  "Break into smaller groups for maximum participation."
-  "We used decimals for more of a challenge."

 **REFERENCES**

Mr. Campbell, Band Director, Pinckney High School, 1997-1998.
Ms. Colleen Kelly, Albion College Theatre and Elementary Education Major, 2001.



BODY IMAGE
LATERALITY
LANGUAGE
FOLLOWING DIRECTIONS



BALANCE
GENERAL COORDINATION
HAND/EYE COORDINATION

DOMAINS ADDRESSED



FLEXIBILITY
STRENGTH



BEST EFFORT
SELF CONTROL
COOPERATION