Math Choice Board
2nd – 4th Grade
Summer

	NUMBER AND OPERATIONS IN BASE TEN/FRACTIONS	OPERATIONS & ALGEBRAIC THINKING	MEASUREMENT & DATA	GEOMETRY
Level 2 (2nd grade)	Draw a target outside with 3 rings. Label the rings 50, 100, 150. Take turns tossing an object such as a rock at the target. The object is to be the first person to get exactly 1000 points.	Have someone older write subtraction problems within 20 with chalk. Draw the corresponding number of chalk circles. Using a water gun or water bottle wash away the number of circles being taken away.	Measure natural objects, such as plants, with a ruler. Go on a 'meter hunt' or 'foot hunt' to see if you can find things in nature that are a foot or meter tall or wide.	While out on a walk see if you can find shapes in nature that have symmetry.
Level 3 (3rd grade)	Use leaves to practice repeating addition as a way to help understand multiplication. For example, maple leaves have 5 blades each so you can use them to count in 5's. clover leaves have 3 blades so use them to count in 3's. What do you notice about counting in 2's, 3's, 5's etc?	Make arrays to calulate multiplication problems using pinecones, rocks, leaves, etc. $3 \times 4 = ?$	Plant a flower or a vegatable and take daily measurements of your plant as it grows.	Create a large square with masking tape on pavement. Use the masking tape to make other shapes within the large square. Color in the shapes using sidewalk chalk. How many/what types of shapes did you make? Can you only make triangles? Why or why not?
Level 4 (4th grade)	Draw a chalk square outside. Divide the square into 4 equal pieces. Use your body to show certain fraction (ie ¾: 1 hand in one piece, two feet in two other pieces) Try with other shapes and different numbers of pieces.	"Cracking the nature code" What could you do to solve this problem? $4 \times 🌰 = 20$ $🌰 + 🌼 = 9$ $🌰 = ?$ $🌼 = ?$ Can you make your own?	Find or create a puddle. Use chalk to draw around the puddle. Use string to measure the perimeter of the puddle and record. Repeat every hour. Make a graph of your results. What happened/what caused your results?	Find different types of angles that a tree or shrub branches form (right, acute, and obtuse) How many acute angles do you see?