

Many of these stations have been designed as an assessment tool for the objectives of the new curriculum. However, teachers may choose to use these as introductory activities, practise activities or centre activities.

These stations lend themselves well to the adaptive dimension of the Core Curriculum. See The Adaptive Dimension in the Core Curriculum available in all schools. The document can be ordered from the Book Bureau (#1655). Changes can be made to the context or to the level of difficulty to adapt to the individual needs in your classroom.

Similar stations can be created by using activities from textbooks and other resources. Binders that accompany manipulatives are an excellent source of ready-made activities.

A few excellent resources are:

<i>Name</i>	<i>Distributor</i>	<i>Where to Order</i>	<i>Order #</i>	<i>Cost</i>
101 Winning Ways Base Ten Blocks 4-6 - (good for low achievers and special needs) (Active Learning Series)	Exclusive	Book Bureau	6024	\$32.60
Pattern Blocks Activities for Middle Years (Active Learning Series)	Exclusive	Book Bureau	7191	\$32.60
The Geoboard Collection 7-9 (Active Learning Series)	Exclusive	Book Bureau	0089	\$31.00
Fraction Blocks (Active Learning Series) - (good for reteaching)	Exclusive	Book Bureau	7192	\$32.60
Activities for Fraction Circles (3-8)	Addison-Wesley	Addison-Wesley Publishers	SC5-0-88488-942-4	\$35.70
Connections Grade 8 Also recommended for Geo/Measurement (Creative Publications)	Addison-Wesley	Addison-Wesley Publishers	SC5-0-56107-058-0	\$30.75

Getting ready . . .

Station #1 Record the following numbers on a audio-cassette.
Be sure to read clearly, slowly repeating each number 3 times.

- | | | |
|------------------|--|--------------|
| a) 4823 | b) 200 008 | c) 398 |
| d) 2300 | e) 205 970 014 | f) 6 billion |
| g) 593.4193 | h) four hundred and three ten thousandths | |
| i) 9 tenths | j) 30 million, 6 thousand six | |
| k) one twelfth | l) four sixteenths | |
| m) 67 hundredths | n) three billion four hundred thousand fifty | |

Add any other number that you wish..

On the other side of the card, write several numbers that you wish students to read orally on cassette.

- NOTE:**
1. With metric system we do not use “and” as we read larger numbers. “one hundred two”
NOT “one hundred and two”
 2. **NO commas!** “2 000” and **NOT** “2,000”

This station is an excellent way to test students on large numbers without taking hours of the teacher’s time. Students sometimes have difficulty with large numbers and this is a good way to let them hear and write what they hear.

Station #2 Make the cheque book using the following check blank:
Student writing: Invent name of bank, location, account number and add to check.

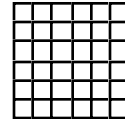
Cheque # _____	_____ 19 _____
Pay to the order of _____	\$ _____
_____	_____ DOLLARS 100
_____	Signature

Station #3 Great way to integrate the library with mathematics and science. (SPACE is a unit of study for grade eight and offers all kinds of opportunities for integration.)

Station #4 You may want to supply graph paper or have students construct their own.

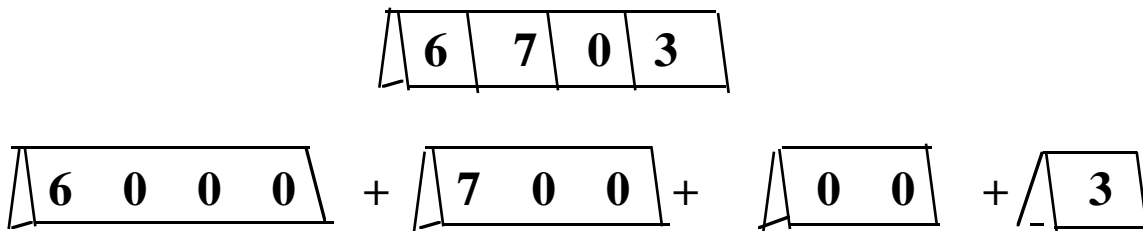
Station #5 The blocks are provided for visual and kinesthetic learners.

Station #6 By using tiles students should recognise and identify that when the sides (or the factors) are equal, the product is a square. They will also visualize the difference between squaring and cubing when they build $3 \times 3 \times 3$.



Station #7 If you have computers with a spreadsheet program such as CLARISWORKS, encourage students to use these programs to do their work.

Station #8 Number tents are made with construction paper.

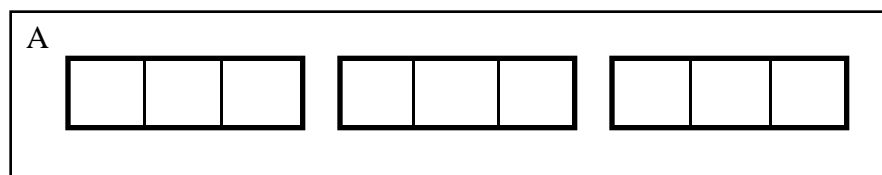


1. Cut construction paper and fold in half.
2. Make 10 of each size.
3. Label 0 to 9 on the smaller tents, 00 to 90 on the the next size, 000 to 900 on the third larger size and so on to 1 000 000.
4. Students can build numbers that are written on cards or they can take apart the tents to express numbers in expanded form.
5. For special needs students use a different color for each size.

Laminated Cards

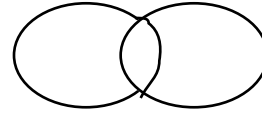
Use cardboard and cut three large rectangles. Use a marker and create the following grid. You may want to include billions. Label one A, the other B and the third C. Laminate and provide an erasable (wipe-off) marker at the station. This can easily be done on paper the students enjoy variety.

e.g.

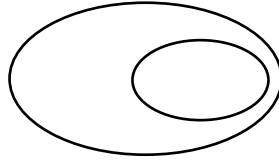


Station #9 VENN DIAGRAMS

1. Use the pattern of the oval on the next page or an enlarged version. Trace it with a thick marker onto a piece of bristle board or other cardboard. Repeat by overlapping in the middle. Laminate.



2. Use the smaller oval to produce this diagram.



3. To make number cards, simply cut squares of colored cardboard and write numbers directly on each one before laminating. You may also choose to photocopy on colored paper the numbers that are provided. Glue to a sheet of manila tag and cut along the lines. Laminate.

Yellow:	numbers that are divisible by 2, 3, and 6
Blue:	numbers that are divisible by 5 and 10
Pink:	numbers that are divisible by 3 and 9
Green:	numbers that are divisible by 4 and 8

Station # 12 Students need practice sketching 3-D objects onto 2-D paper. Dotted paper helps them realise the use of lines and parallel lines to create the effect of the third dimension.

Station # 13 Statistics on any topic provide a great source of data for many math strands.
Station # 14 Students and teachers can use lists to generate numbers and information to create problems.

Station # 16 Dice are available at bargain stores or through companies such as *Addison-Wesley* and *Exclusive*. Many-sided dice (such as 10 sided dice) are available through these companies and at gaming stores.

Station # 17 Local casinos often provide used decks of cards free of charge.

Station # 18 Tiles that actually have the + and the - signs are now available from
Station # 19 *Exclusive*. This helps students who have difficulties with short term
Station # 21 memory and who are confused about which color represents what sign.
Station # 22 You can also write the signs directly on the bingo chips using a permanent felt marker. Store colored bingo chips (available from *Exclusive*) in film canisters. This facilitates classroom management. Film canisters are available free of charge at photo developing stores.

Station # 20
Station # 23

Two-sided counters can be purchased commercially from *Addison-Wesley* and *Exclusive*. They can also be made very cheaply by using large lima beans. Place one layer of beans at the bottom of a box. Spray paint and let dry. You may want to give several coats. When completely dry store in containers. It is recommended that this is done out of doors or in a well-ventilated room.

Station #29

To make the mat, cut out a cardboard rectangle and laminate it. You may want to provide different shapes and sizes so students can have some choice.

Station #30

This station can easily be adapted to a project where students record data throughout the week about their own life. After seven days they can average each category and construct a circle (pie) graph using fractions to represent their own typical day.

Station #31

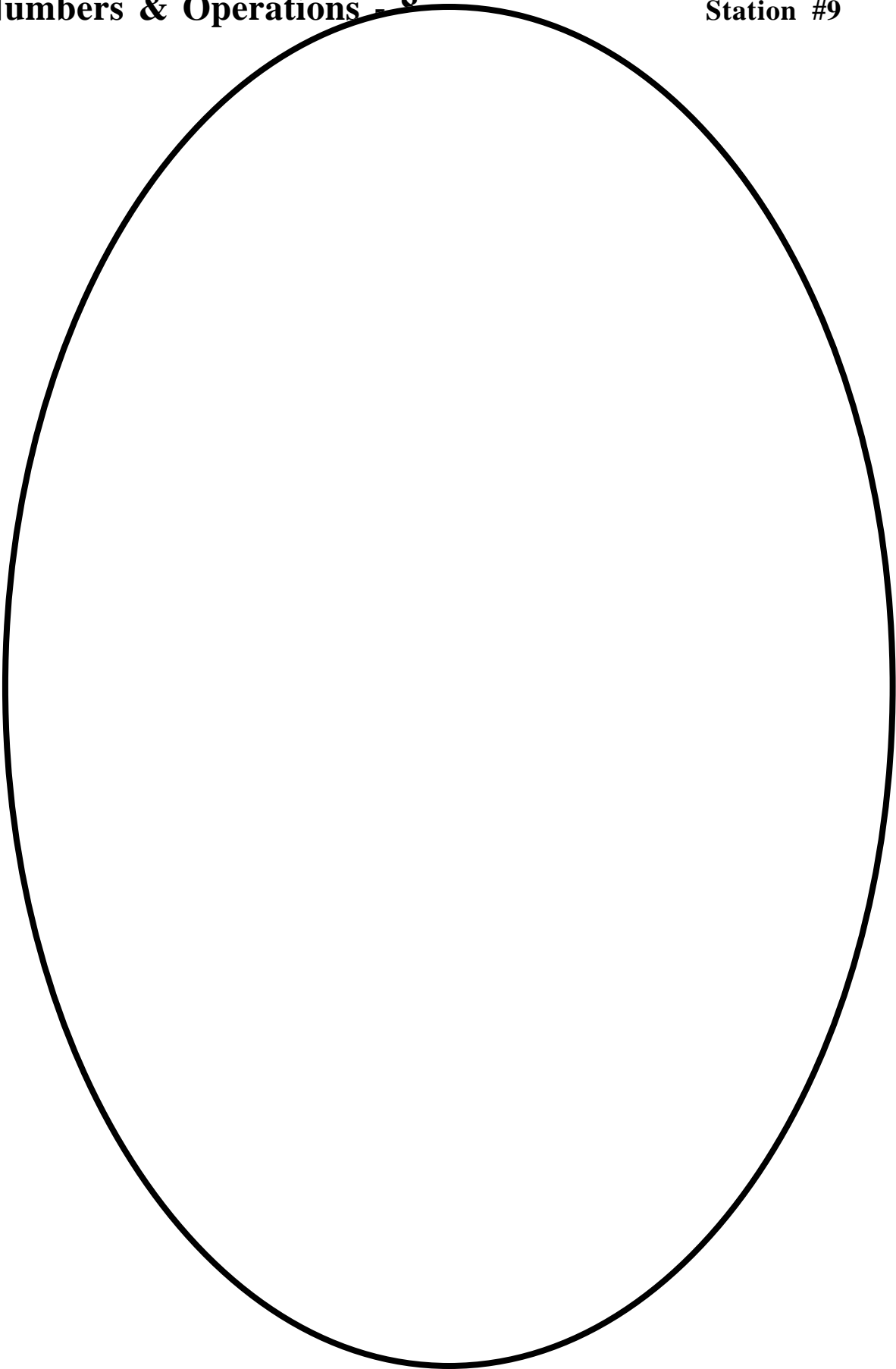
You can use the mat that is provided or you can easily make a shape using several pattern blocks and tracing around the outside of them. Students can also be asked to make the mats.

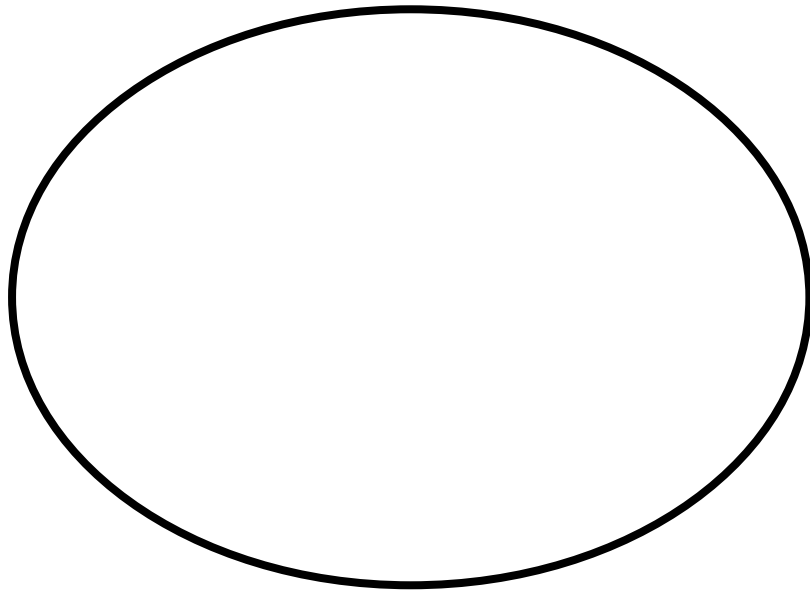
Station #32

This recipe is not metric; however, it is real life for most students because parents are still using their old recipes. Students still need to work in both systems when baking or doing carpentry. In fact, “cups” work well to teach the concept of operations with fractions.

Station #34
Station #35

Students can make their own fraction strips by folding strips of paper or they can use the ones provided with the station.





YELLOW CARDS

24	4	64
138	98	18
72	85	366
983	2	6
1088	3693	27
39	399	1629

BLUE CARDS

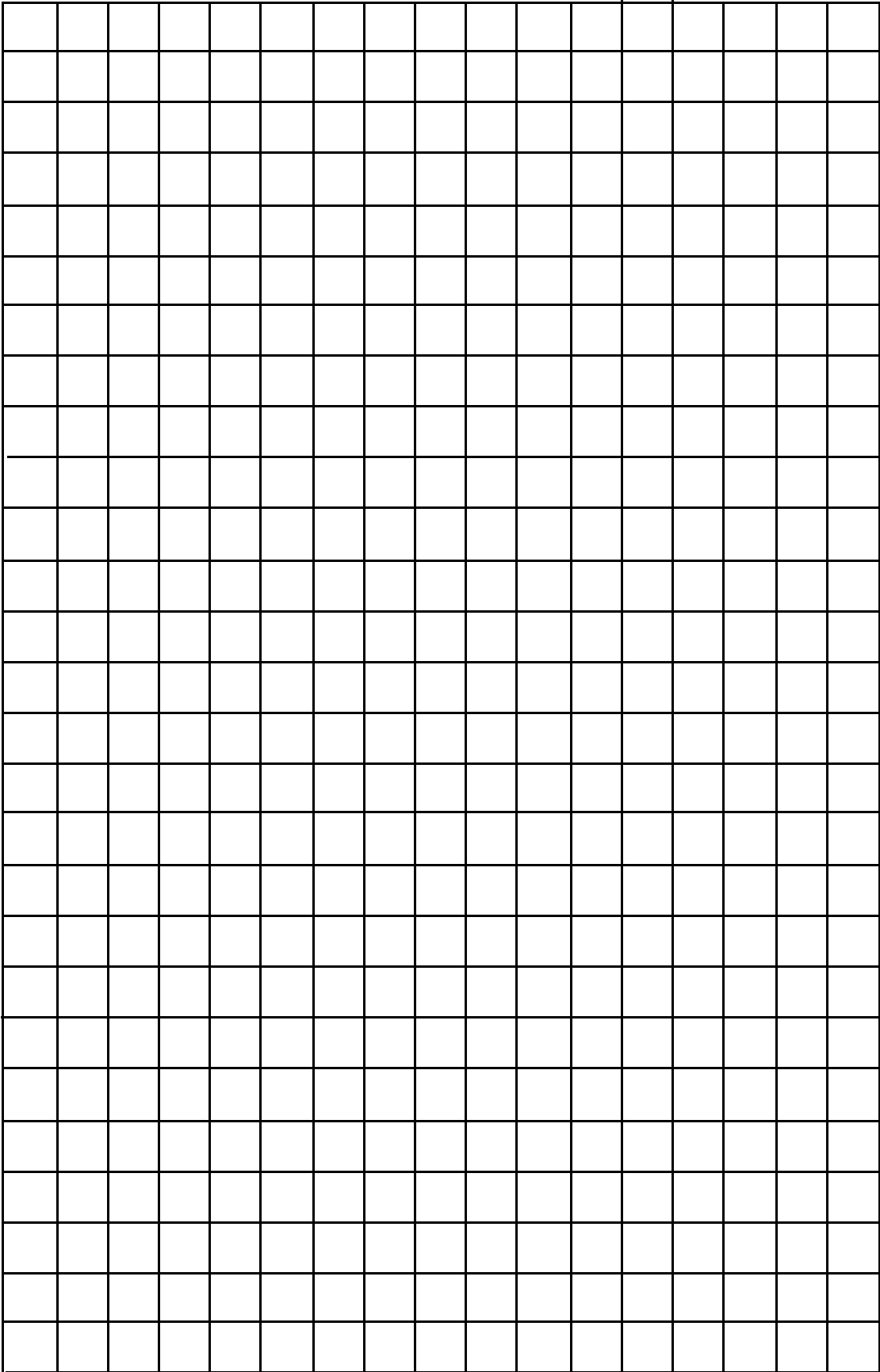
120	45	75
138	70	5
10	89	690
915	2	7
7005	1250	27
99	555	6245

PINK CARDS

24	6	81
128	98	18
72	84	366
981	72	15
1188	3693	51
999	241	7254

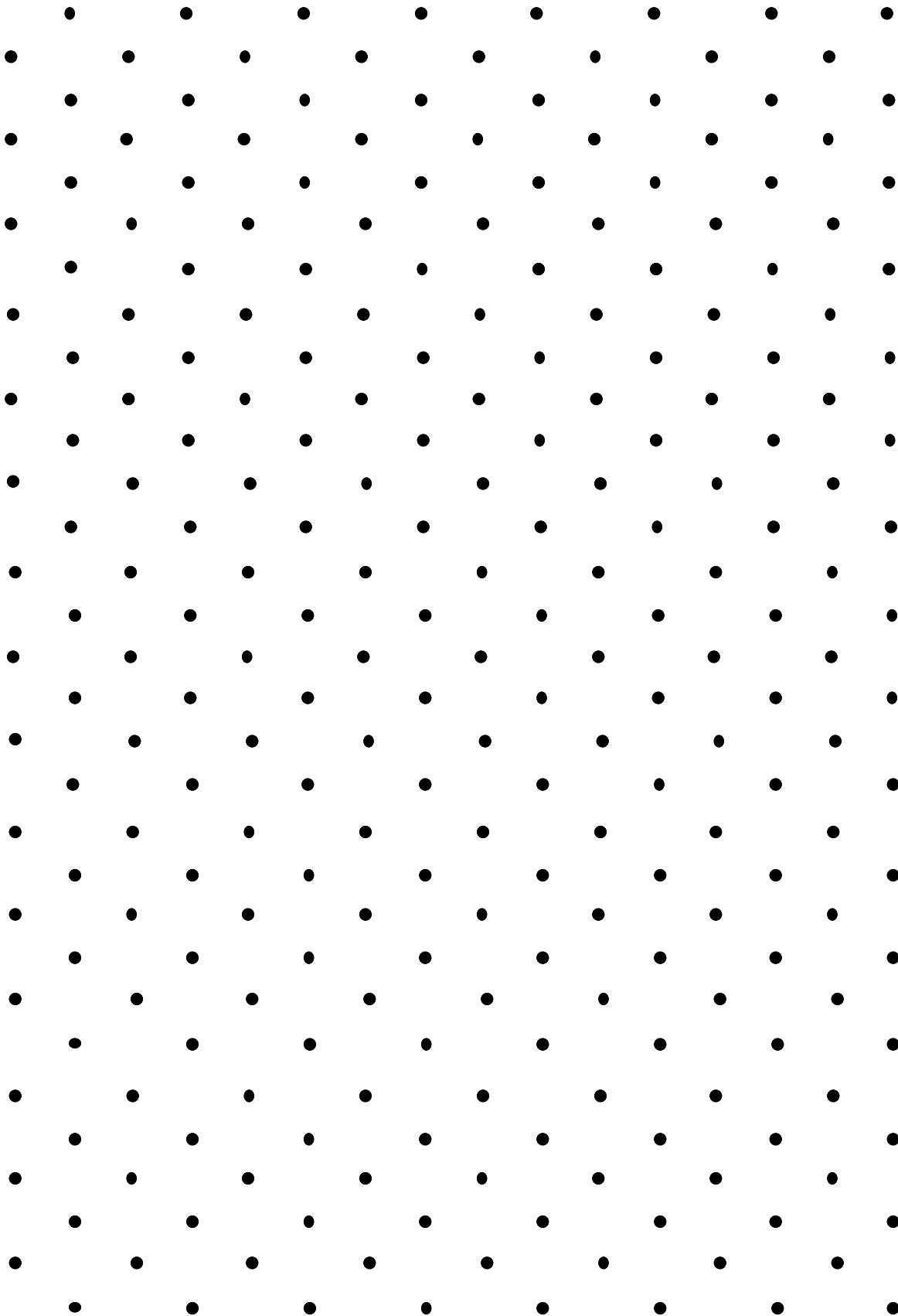
GREEN CARDS

24	4	64
138	96	16
66	88	364
988	2	8
1088	5664	27
48	501	1640



Numbers & Operations - 8

Station #12



Numbers & Operations - 8

Station #17

1.

a)	b)
c)	d)
e)	f)
g)	h)
i)	j)

2.
 - a)
 - b)
 - c)
 - d)
 - e)

3.
 - a) Explain why $3 > 2$ while $-3 < -2$.
 - b) How can you use the number line to explain this?
 - c) Give three real-world examples that demonstrate these concepts.

4. Place the following in decreasing order:
 - a) -2, 0, 4, -4, 1
 - b) 10, -10, 9, -9, 8, -8
 - c) 0, -10, -100, -1000

5. In your own words, explain why we agree that “0” is not positive or negative.

MAT



