Family Math Newsletter
Intermediate Edition

Issue 3 • February 2024

Math Talk:

How many hearts are in the 43rd term?
How do you know?

Source: Visual Pattern 127

Good Listen:

One great way to learn about effective Math practice is by listening to Podcasts. A great podcast to listen to is called "Math is Figure-Out-Able!" with Pam Harris.

Here is an episode on "For Parents: Why All the New Math?"

Game: Stop or Dare

You will need: 2 or 3 players, deck of cards

Step 1: Shuffle the cards and place face down. Set a target score for the game, for example 100.
Step 2: The first player turns over the top card and continues turning over cards, adding together the value of each card until they decide to stop. Jacks score 11, Queens score 12. However, if an Ace or King is turned over, no points are added and your turn is over. Do you stop or dare to take another card?
Step 3: When the player stops, the total is recorded as their score.
Step 4: The second player then starts turning over cards in the same way.
Step 5: Players take turns until someone reaches the target score. This player is the winner.
Step 6: If the cards are all turned over before the target is reached, reshuffle the pack, and continue.
Question: Can you develop any strategies to increase your chances of winning?
Source: nRich Math

Take Learning Outside:

Step 1: On a snowy day, build snow blocks (rectangular prisms) with snow to create building blocks.

Step 2: Stack the blocks to build a snow fort. Take note of how many blocks you need.

Step 3: Create a pattern rule to extend the blocks to increase your fort size.

Step 4: Try your rule out! Were you able to use the pattern to modify your fort?

Problem Solving Tasks and Experiences

Trinni is fascinated by triangular numbers (1, 3, 6, 10, 15, 21, etc.) She found that she could rearrange the twelve numbers on a clock face so that each adjacent pair added up to a triangular number.
She left the 12 in its usual place; what number did she put where the 6 would usually be?

Source: nRich Math

Task 2: Design your own game and determine what the theoretical probability versus the experimental probability will be if you were to try the game **50 times**.

You can create a spinner, a digital/electronic game which involves pressing a button to reveal the outcome, or another probability game of your choice.

Compare the theoretical probability and the experimental probability for each of the outcomes.

Why might there be an inconsistency between the theoretical and experimental probabilities?

Source: https://tvolearn.com/