**Mathematics/ Applied Design #4**

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| Topic | The Watering Hole  |
| Curricular Connection | Measurement: big and small  |
| Video Activity | Using a ribbon to represent the starting line and a hula hoop as the watering hole, Abby and Marley are challenged with different dance vocabulary to make their way from the starting line to the watering hole. Rylee asks the dancers to “scamper” and “tiptoe” as mice to the watering hole while counting how many steps they take as mice. Then Rylee asks the dancers to “stomp” and “lunge” their way to the watering hole as elephants counting their steps along the way. Rylee, Abby and Marley then compare how many steps it took each animal and conclude that it takes mice many more small steps to go the same distance as it takes a larger animal like an elephant.  |
| Activity | The goal is for the students to get from the “plains” (behind the line) to the “watering hole” (hula hoop) as different animals. Students will move from the starting line to the predetermined watering hole together as a giving animal (rhino, elephant, meerkat, dung beetle etc.) Students will walk like the animal and count the number of steps it takes for them to get to the watering hole. Students will use movement words such as leap, tiptoe, slide etc. to create the animal movements. After exploring with different animals, students should conclude that it takes more steps for the smaller animals and less steps for the bigger animals.  |
| Extension Information  | * Students can connect this to local animals and environments.
* Students can compare how many more steps a smaller animal has to take to a larger animal for example, if it takes 30 steps for a warthog to get to the watering hole, but only 15 steps for a hippo have the hippo take 30 hippo steps away and visualize how much further the hippo’s trip would seem.
* Teachers can form this into a math equation. How many more steps did the warthog have to take than the elephant?
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(Balingit, 2016)