

$$1 + 1 = 2$$



TEACHER CARDS

# MATHS

3



- Number
- Algebra
- Measures
- Data
- Shape and Space

Module

3

TO BE USED IN CONJUNCTION WITH  
WORKSHEETS 3A TO 3K



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## Strand: Number

### Strand unit: Place Value

- Round attendances at games up or down and identifying the place value of the different digits  
**WORKSHEET 3A**
- Read, write and order whole numbers of attendance at matches **WORKSHEET 3A**
- Identify the largest/smallest attendance at the matches  
**WORKSHEETS 3A**
- Play the "Follow me" game (See page 5 of teacher cards)



### Strand unit: Fractions

- Identify what fractions of flags are particular colours
  - explore, compare and record simple evidence using concrete materials (flags) and paper folding to make their own flags.
- Identify what fraction of the crowd support each team.
- If there are four sets of supporters order the fractions from smallest to largest.
- Calculate the difference between the crowd by subtracting the smaller fraction from the larger one  
**WORKSHEET 3B.**

### Strand unit: Decimals and Percentages

- Develop an understanding of simple percentages and relate them to decimals, i.e. what percentage of the county team play for each club and relate these to fractions and decimals.
- What percentage of Croke Park did each of the supporters occupy.
- Compare and order these fractions and decimals.
- Solve problems involving operations with whole numbers, fractions, decimals and simple percentages
  - students get 20% discount in the Cusack Stand etc.
  - under 14's go free, if 20% of the crowd were under 14's how much money would the G.A.A. lose out on.
  - how much profit will the G.A.A. make if..... **WORKSHEETS 3C, 3D**

### Strand unit: Number Theory

- Identify the jersey numbers that are
  - prime numbers (a number greater than one with exactly two divisors, itself and one)
  - composite numbers (a number that has more than two divisors)
- Identify which numbers on the jerseys are square numbers and rectangular numbers
  - construct the square and rectangular numbers using geoboards, pegboards and squared paper.



## Strand: Algebra

### Strand unit: Equations

- Translate number sentences with a frame into word problems and vice versa.
- create number stories to describe a given number sentence.
- Mattie Forde scored 3 goals and 5 points, how many points did he score altogether?
- 12 divided by 3, e.g. the final score was 12 points but only goals had been scored, how many goals were scored? **WORKSHEET 3E**
- Explore simple patterns in relation to numbers on jerseys **WORKSHEET 3E**

## Strand: Measures

### Strand unit: Length

- Use a trundle wheel to measure the school pitch or local G.A.A. pitch.
- Estimate and measure the perimeter of the school pitch or local G.A.A. pitch.
- Estimate and measure the length of the school pitch or local G.A.A. pitch.
- Rename measures of lengths expressing lengths as fractions and decimals
- the pitch is 60 metres long =  $\frac{60}{1000} \text{ km} = 0.060 \text{ km}$
- Select the appropriate unit of measurement **WORKSHEET 3K**

### Strand unit: Area

- Estimate and measure the area of the school pitch and local G.A.A. pitch.
- Calculate the area of a pitch given the necessary information.
- Calculate the area and perimeter of an Irish handball court and international handball court **WORKSHEET 3K**

### Strand unit: Weight

- Estimate the weight of a sliotar.
- Measure and record the weight of a sliotar used in a senior hurling game and a camogie game **WORKSHEET 3K**

### Strand unit: Time

- Interpret and convert match times between 12-hour and 24-hour format
  - the All Ireland is on at 3.45pm = 15.45
- Read and interpret timetables, e.g. bus, train etc. for travelling to matches or Croke Park for an All-Ireland final.



- Calculate how long supporters would be travelling on the train/bus/in the car for to reach the match venue
  - the bus leaves at 12:00 hrs, it arrives in Ballina at 13:40, how long were the team travelling for?
- Explore international time zones by calculating what time the All-Ireland will be shown live in Ireland, France, U.S.A. and Australia.
- Explore the relationship between time, speed and distance **WORKSHEET 3F**

### Strand unit: Money

- Explore value for money regarding match tickets, e.g. O.A.P. discounts.
- Convert other currencies to euro and vice versa
  - how much would the match ticket for the All-Ireland cost in sterling, U.S. Dollars etc.
- Calculate pay of stewards if their work is calculated on an hourly basis.
- Compare the price of items in the shop at matches to items in the supermarkets **WORKSHEET 3G**

### Strand: Data

#### Strand unit: Representing and Interpreting Data

- Collect, organise and represent data using pictograms, single and multiple bar charts and simple pie charts
  - data re: attendance at matches.
- read and interpret pictograms, single and multiple bar charts based on G.A.A. attendances or successful matches by different clubs/counties.
- compile and use simple data sets
  - sports results, wins, losses and scores.
- Collect, organise and represent data using trend graphs
  - data re: attendance at matches **WORKSHEET 3H**

#### Strand unit: Chance

- Identify the list of possible outcomes of the home team in the National League containing 8 matches.
- Estimate the likelihood of occurrence of events
  - either team winning
  - the match being called off
  - a man being sent off
  - the referee not turning up **WORKSHEET 3I**



## Strand: Shape and Space

### Strand unit: 2-D shapes

- Identify 2-D shapes that would be visible on a G.A.A. pitch i.e. rectangle, circle, semi-circle.
- Discuss the properties of 2-D these shapes, corners, sides, edges etc.
- Explore lines of symmetry. Can the goalposts and crossbar be folded to be symmetrical? In how many different ways can it be folded? Can the children draw in the lines of symmetry? **WORKSHEET 3J**

### Strand unit: 3-D shapes

- Identify 3-D shapes.
- A sphere is a suitable shape for a football, as it has no corners. This will allow it to travel further. It allows the players to kick the ball at any point on it. **WORKSHEET 3J**

### Strand unit: Lines and angles

- Identify angles in a given picture, i.e. right angles, straight angles etc.
- Discuss the properties of lines in a picture: Are the lines perpendicular? Are they parallel? Are lines horizontal? Are lines vertical? **WORKSHEET 3J**



### Follow Me Game

- Each child is given a card with an attendance figure from a match on it.
- The emphasis is on the understanding of place value.
- Each child must read their card and listen for the cue of when to follow me.
- Enlarge these cards and distribute.

I am 31,600. Follow me if you are 2 hundreds more.	I am 31,800. Follow me if you are 1 thousand less.
I am 30,800. Follow me if you are 2 tens more.	I am 30,820. Follow me if you are 5 thousand less.
I am 25,820. Follow me if you are 3 hundreds more.	I am 26,120. Follow me if you are 5 hundreds more.
I am 26,620. Follow me if you are 8 tens more.	I am 26,700. Follow me if you are 3 thousand less.
I am 23,700. Follow me if you are 3 hundreds more.	I am 24,000. Follow me if you are 5 thousand less.
I am 19,000. Follow me if you are 9 thousand more.	I am 28,000. Follow me if you are 6 hundreds more.

I am 28,559. Follow me if you are 3 hundreds more.	I am 28,859. Follow me if you are 1 ten less.
I am 28,849. Follow me if you are 4 thousand more.	I am 32,849. Follow me if you are rounded to the nearest thousand.
I am 33,000. Follow me if you are 6 units more.	I am 33,006. Follow me if you are 2 tens more.
I am 33,026. Follow me if you are 4 hundreds more.	I am 33,426. Follow me if you are 6 hundreds more.
I am 34,026. Follow me if you are 4 tens more.	I am 34,066. Follow me if you are 1 hundred more.
I am 34,166. Follow me if you are 3 thousand less.	I am 31,166. Follow me if you round to the nearest hundred.
I am 31,200. Follow me if you are 1 thousand more.	I am 32,200. Follow me if you are 200 hundred more.
I am 32,400. Follow me if you are 1 thousand less.	I am 31,400. Follow me if you are 2 hundreds more.

