

The Name of The Project

Starting off with the motto “Checkmate the Math”, the name of the Project “Mat-Math” was created with the purpose of overcoming all the bad perception of the students about Math.

The Aim of The Project

The aim of the Project is making teaching of Math course -which is approached with the “Troublesome Course” prejudice- entertaining for all students of all ages with the methods game based, enjoyable, interesting and used willingly by the students.

The Method of the Project

With the aim of making Math course entertaining, students will decide on the teaching methods that will be used in the course.

The subjects selected from units such as geometry, measurements, numbers, four operations will be presented to students for developing the methods different from classical teaching methods and make learning easier. Students will be encouraged to prepare teaching materials and lecturing with the techniques such as dramatic presentation, applied learning related with the subjects.

Prepared presentation will be collected into a book as in the act of written and visual material by putting together and presented as study aid.

The Project Activities

- Selecting project team consisting of teachers and students
- Determining the subjects used within the context of project
- Matching the subjects with the teacher and the students
- Workshop of teachers and student groups for the purpose of preparing material- presentation creating alternative teaching techniques
- Presentation of the generated materials by the students.
- Evaluating the impression after presenting with the new generated methods of the subjects taught with the classical teaching methods
- Collecting into a book and uploading to digital media of generated equipments and presentation methods
- Evaluating result of the project

SUBJECTS AND TEACHING ACTIVITIES TO BE APPLIED IN THE PROJECT

GEOMETRY

Geometric Shapes

I learn by eating and drinking

Students taste the food in the shape of geometric shapes. For instance, they will experience the notion of triangle by tasting triangle cheese. They will distinguish the circle from the round with a bagel and a wafer.

Learning circle and round by riding a bicycle

The teacher will stand in the centre of the circle while students are touring around the circle by a bicycle. Students will guess that they are at the same distance to centre from every point of the circle.

We are squares

Firstly, students calculate the distance between two endpoints by opening their arms to the left and the right. Then they calculate their height. In conclusion they create the square notion by seeing both of them are equal.

The match triangle

Triangles formed by the students who are distributed materials by asking the question “How can we form four equilateral triangle with six matches?” are exhibited on a platform.

Delicious cubage

The cubage of cone activity is applied by using ice cream cone after the students eat the ice cream. The practice of cubage is generally considered as difficult. However, setting work with enthusiasm and interest by eating ice cream will make learning easier.

The Soccer ball and the ruler

Students are asked to measure the ball's diameter by being given a soccer ball and a ruler. Then, students wet the soccer ball and roll it in a suitable place. In this way, they measure the distance it takes in a cycle (360 degrees).

Dance of shapes

Children dance accompanied by a song. When the leader says “Be square!” four students, when s/he says “Be triangle!” three students, when s/he says “Be rectangle!” six students will hold hands and form those shapes. The one who is out loses the game. Of course, multiples of 12 and extra 1 child are required for this game.

Grabbing the shape

Children are asked to draw big triangles, squares, rectangles and circles on a cardboard and cut them. Everyone makes a circle holding her/his cardboard. There is an “it” in the centre. Triangles when the leader says “Triangles!”, squares when the s/he says “Squares!”, circles when s/he says “Circle!”, rectangles when s/he says “Rectangle!” , all the students when s/he says “Geometric shapes!” change their places. At every turn the aim of “it” will be to seize a place in the circle.

NUMBERS

Four Operations

I added and subtracted my friends

The students are divided into two groups in order to perform the addition and subtraction process. One group is the group of the numbers to be added and subtracted and the other is the group of the results. Each student is matched with a number and the match is hung on the student, using a colored cardboard. The possible addition and subtraction results of matched numbers are also hung on the other group students. Two numbers are selected and when the students whose names are called stand up, the student who forms the number of results is asked to stand up. Addition and subtraction operations are reinforced with a fast and lively activity.

Exploding Multiplication

The entire multiplication table is written on the balloons. The student who finds the right answer gains the right to blast with a small needle.

Decimal Operation Window

Rhythmical numbers are written in decimal order on a large board. It is written $-10 +10$ $-1 +1$ on a cardboard and opened a window. By sliding the windowed cardboard on the panel, practicality is gained in addition and subtraction.

ANGLES

Angles and their features

Swinging Angles

The students in the swing observe the angle values caused by the movements of the swing.

Angled Basket

With 30-60-90 degrees angles basketball shoots trials are made.

Our Angled Arms

8 students are placed in a circle. They stretch their arms and join them in the middle. With the instruction given by the teacher, students form the angles like 90, 60, 30 degrees by moving their arms up and down.