

Grades 2&3 Math Workshop Practice Tasks

After the instructional routine to begin a Math Workshop session, students then most often move into practice tasks. These are sometimes called learning stations or table tasks.

Practice tasks:

- Are all games, routines, and tasks that students have done before and are familiar with so that they can do them independently or in small groups
- Are all focused on the same concept or learning goal such as “counting” or “decomposing numbers” and develop mathematics curricular competencies
- Math Workshop is done once or twice a week, all year long, and focuses on foundational math concepts: number concepts and computational fluency
- The goal is for students to be metacognitive and think about what they need to practice and make those choices for themselves, although the teacher may structure a rotation between tasks or determine set groups at the beginning of the year as Math Workshop expectations are being established
- Include the practice of using mathematical vocabulary and language
- Include the practice of representation and communicating mathematical thinking

Once the routine of practice tasks is established, you can then add a table for small group instruction with the classroom teacher or learning resource teacher.

Small Group Instruction considerations:

- Plan for short (5 minute) interactions with a small group of students (2-4)
- Plan around the learning goal and learning standards that you are focusing on
- Have a small set of materials that you can use efficiently for all groups
- Predetermine your groupings based on regular in-class assessment and students’ level of proficiency or invite small groups of students to join who to learn more about a specific strategy, tool, or material
- Have a clipboard with a class list and math learning standards (these are all available for K-5 on Richnet and are called “Class Profiles”) to document evidence of learning during small group instruction

When you introduce Math Workshop, it will take time to build students’ understanding of how to engage with materials, tools, and each other while doing intentional practice. A learning goal helps bring students together and provides a focus for the closing circle, discussion and consolidation. Students need to understand their responsibility to learn and practice during the practice tasks. One structure to use to support this is using a consistent framework at the end of Math Workshop when you bring the students together as a whole group again and have them share:




What did you do?

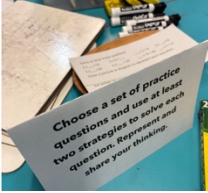

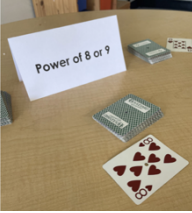
What math were you learning? What did you practice?

What’s next for your learning? What is your math goal for next time?

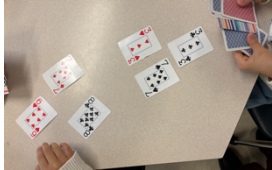
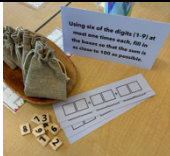
You might need to model what this looks like such as:

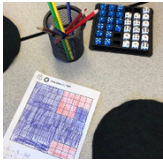

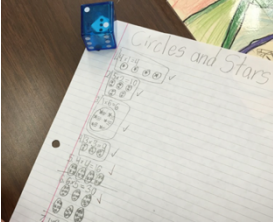
“I did clothesline. I am learning about ordering numbers. I was practicing putting numbers in order. Next time I want to try using different ways to make numbers.”

Task	Description	Materials and Resources	Math Content Areas
Splat	A task that develops algebraic thinking and solving for an unknown. Students see total number of dots and then some dots are covered by a splat/s with remaining dots visible. Students figure out how many dots are under the splat/s.	<p>After introducing Splat as a whole class routine, mini-splats made out of paper or felt can be used with counters or glass gems for students to create Splat problems for each other. Number cards can be added for students to add to their Splat! game.</p> 	<p>Algebraic thinking</p> <p>Connections between addition and subtraction</p> <p>Composing and decomposing numbers</p>
Add Up Shakers	The students shake the shaker three times and then put it down on the table or counter. They then add up the number of dots/pips in totals. Students can look for combinations for 10, doubles, etc to make adding up the pips more efficient.	<p>The Box Cars shakers are like “pill boxes” with seven compartments for dice.</p>  <p>https://boxcarsandoneeyedjacks.com/product/filled-dice-shakers-each/</p>	<p>Number</p> <p>Subitizing</p> <p>Counting on</p> <p>Mental math addition strategies</p>
Counting Collections	A pair of students counts a collection of items in multiple ways and records the count using pictures, words and symbols.	<p>https://tedd.org/counting-collections/</p> <p>https://blogs.sd38.bc.ca/sd38mathandscience/2015/11/03/counting-collections/</p> <p>After introducing the routine to the whole class, counting collections can be a follow up practice task during math workshop and a small whiteboard can be added to the table to have students record their counts in different ways.</p>	<p>Number, quantity, skipcounting, place value</p>
Ways to Make	Students compose and decompose a quantity with different materials. Students may also use equations to represent their representations.	<p>Suggested materials:</p> <ul style="list-style-type: none"> Unifix cubes Cuisenaire rods SumBlox Numicon Shapes Two-sided counters Dotted dice Base ten blocks Multiple small ten frames and counters <p>Mini Whiteboards and markers for recording using pictures and symbols (equations)</p> 	<p>Number, quantity, skip counting, place value, number patterns</p>

Task	Description	Materials and Resources	Math Content Areas
Practice Questions	<p>Students choose a set of practice questions and answer them in a math notebook or on a mini-whiteboard.</p> <p>Students are often asked show more than one strategy or way of making a number.</p>	<p>For Richmond teachers, a year's worth of practice questions for different grade bands are available on Richnet on a tile under each Numeracy Foundations Framework.</p>  <p>These can either be printed out on cardstock and used all year (students choose questions from a basket) or projected on a screen.</p>	All math content areas
Number Talk Images	<p>After using Number Talk Images an opening routine several times, it can be used for small group practice. Question prompts are: How many? How do you know/How do you see them?</p>	<p>Number talk images can be printed out and put into plastic sleeves for use with whiteboard markers to annotate or printed and students use pencils to circle the items and record equations for the different ways they see the quantity.</p> <p>https://ntimages.weebly.com</p>	Quantity, subitizing, grouping, multiples, arrays, addition, multiplication
Choosing Game	<p>Students choose two dice and then complete an operation. Range of types of dice and number ranges allows for students to practice at their just right level.</p>	<p>Different types of dice are available at toy and games stores, educational suppliers and through BoxCars and One-Eyed Jacks.</p>  <p>https://boxcarsandoneeyedjacks.com/product-category/game-type/dice/</p>	Addition, subtraction, multiplication, division
Power of 8 and 9	<p>Students choose to play with an 8 or 9 and turn that card over in the middle of the game play area. Each player turns over a card and then mentally adds their number to 8 or 9, focusing on decomposing and bridging over 10. The student with the greatest sum wins the cards for that round.</p>	<p>Can be played with a regular deck of cards (Ace-10) or ten frame cards.</p>  <p>https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2024/05/Math-Fact-Fluency-Tasks-Grades-2-3.pdf</p>	Addition Mental math strategies
Stars	<p>Students estimate and then draw as many stars as they can in one minute. They circle their stars in groups of ten and then record their total in expanded notation and standard form.</p>	<p>As a Math Workshop task, a group of students could use small whiteboards and either have one student as the “timer” or have a digital timer set on the table.</p> <p>Written instructions: https://blogs.sd38.bc.ca/sd38mathandscience/2016/02/25/thinking-about-place-value-with-grades-12-at-homma/ https://janicenovkam.typepad.com/files/bcrim_stars_game.pdf</p>	Estimation, counting, time concepts, place value, skipcounting by 10s, addition

Task	Description	Materials and Resources	Math Content Areas
Salute	Using cards Ace-10 (Ace=1), two players stand or sit facing each other, each with a half deck of cards face down in front of them. The third person says Salute and each of the other two players holds a card up to their forehead, with the face of the card visible to the other player; the third player adds the two numbers together and says the sum out loud; the other two players have to figure out what number they have on their forehead; first one to correctly say number wins the two cards for that round. Play continues until you have played ten rounds or one player has won all the cards.	Written instructions: https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2023/08/SD38_Salute_Math_Game.pdf	Addition/subtraction Multiplication/division Algebraic thinking
Lucky 13	Using a deck of cards with Ace-10 (Ace=1), students each choose five cards from the top of a facedown deck. Students choose two of their cards to make 13 or as close to 13 as they can. Scoring info in written instructions.	Written and video instructions: https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2020/05/SD38_Lucky_13_Game.pdf https://youtu.be/AMhT6vQETO4	mental math strategies for addition facts
Sum What Dice Game	Using a gameboard from 1-9, students roll two dice to find a sum and then cover spots on the gameboard that are operated on to reach that sum.	Written and video instructions: https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2021/02/SD38_Sum_What_Math_Game.pdf https://youtu.be/YXmZhKPmhmM	mental math strategies addition, subtraction, multiplication, division relationships between operations

Task	Description	Materials and Resources	Math Content Areas
Five Towers	Students roll two dice, figure out the sum and build a tower with Unifix cubes (or other cubes/blocks) using the sum for the quantity of cubes. They pass the dice to the next person. Students keep playing until everyone has five towers and then they compare their totals.	<p>Blog post and written instructions: https://blogs.sd38.bc.ca/sd38mathandscience/2016/02/25/thinking-about-place-value-with-grades-12-at-homma/</p> <p>https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2024/05/Math-Fact-Fluency-Tasks-Grades-2-3.pdf</p>	addition, mental math strategies, place value, estimation and comparing quantities
Place the Digits	Students spin a 0-9 spinner or roll a 0-9 dice four times, each time deciding where to place that digit on a gameboard – 100s, 10s or 1s or discard.	<p>Written and video instructions and printable gameboard: https://www.youtube.com/watch?v=hSWnXNedPBU</p> <p>https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2025/02/SD38-Place-the-Digits-Game-.pdf</p> <p>https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2024/05/Math-Fact-Fluency-Tasks-Grades-2-3.pdf</p>	place value, comparing quantities
Race to 100/Zero	Using a gameboard with three columns (100s, 10s, 1s) student rolls two dice and add them to find the sum. They place that many base ten blocks (ones, tens, etc) on the gameboard. They continue to roll and add on, regrouping the ones for tens and eventually ten tens for a hundred.	<p>For Race to Zero, you start with a 100 flat on the gameboard and subtract from that to get to 0, regrouping and exchanging blocks as necessary.</p> <p>Written instructions: https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2024/05/Math-Fact-Fluency-Tasks-Grades-2-3.pdf</p>	addition, subtraction, mental math strategies, place value
Addition or Place Value Face-Off	Students each turn over two cards and add them together. The person with the “greatest” or “least” sum (players decide) wins the card. Extend by turning over three cards and making a two digit number and adding a single digit number or other variations.	<p>Can be played with regular playing cards beginning with Ace(1) - 10.</p>  <p>https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2020/05/SD38_Face_Off_Game.pdf</p> <p>https://janicenovkam.typepad.com/files/bcrim_fac_eoff_game.pdf</p>	addition, mental math strategies, place value, comparing quantities
Open Middle Tasks	A variety of tasks where students move digit cards around to complete equations.	<p>Add stickers to wooden tiles, use sharpies on plastic colour tiles or print number tiles on cardstock (printable for these is on the open middle website)</p>  <p>https://www.openmiddle.com</p>	addition, subtraction, estimation, mental math strategies

Task	Description	Materials and Resources	Math Content Areas
How Close to 100?	Students take turns rolling a pair of dice and colouring in the corresponding array and recording the equation.	Written instructions and printable gameboard:  https://www.youcubed.org/tasks/how-close-to-100/ https://www.youcubed.org/wp-content/uploads/2017/03/How-close-to-100-handout.pdf	Arrays, addition, multiplication, skipcounting, multiples, arrays, spatial reasoning
Make Arrays	Students roll two dice or choose two cards and represent the corresponding array using loose parts or mathematics materials.	Counters Unifix cubes Loose parts 	arrays, skipcounting, multiples, multiplication
Circles and Stars	Students roll two dice. One factor is the number of circles drawn and the second factor is the number of stars drawn in each circle. Students then write the corresponding multiplication equation.	Regular six-sided dice or could also use double dice (in photograph) or ten or twelve sided dice  Written and video instructions: https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2020/05/SD38_Circles_and_Stars-1.pdf https://youtu.be/Fxm1ySa_q3Q	equal groups, skipcounting, multiples, multiplication

Materials to introduce in Grades 2&3 Math Workshop:

- Counters (cubes, bingo chips, discs, two-sided counters, etc)
- Regular dotted six-sided dice, ten-sided dice (0-9)
- Playing cards (A-9 or 10, Ace=1)
- Base ten blocks
- Cuisenaire Rods
- Numicon Shapes
- Dominoes
- Sumblox

Tools to introduce in Grades 2&3 Math Workshop:

- Ten frames
- 10x10 blank grids
- 100 and 120 charts
- Number lines

SD38 K-5 Inclusive Practices in Mathematics: Math Workshop

This video is shared on the Numeracy Playlist on our district's YouTube channel:

https://youtu.be/W38rzoDhJJQ?si=5YqCiTdMYqgkl_v1

On Learn38 under each Numeracy Foundations Framework, there is a MATH WORKSHOP tile with resources that will be added to and updated:



Grades 2-3

- [Addition and Subtraction Tent Cards Gr 2-3](#)
- [Fact Fluency Tasks Gr 2-3](#)
- [Fluency Game Signs Gr 2-3](#)
- [Financial Literacy Table Tent Cards Gr 2-3](#)
- [Instructional Routines Gr 2-3](#)
- [Place Value and Subtraction Tent Cards Gr 2-3](#)