



## Some ideas for creating mathematical trails

*These ideas are to be used as a stimulus to developing maths trails at school level. They constitute ideas only and will have to be adapted to class levels and appropriate content inserted. Maths trails take a little time to develop but can then be used over and over again. It is important to keep a balance over the strands and not always concentrated on the Number strand.*

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### MEASURES

- Name three things that are longer/shorter/heavier than the \_\_\_\_\_.
- Put the following objects in order starting with the shortest:
- How many pencils long is the bench?
- Which do you think is longer, the bench or you lying down?
- What day was it yesterday etc.?
- If you want to use the \_\_\_\_\_ what do you have to do?
- How much is the \_\_\_\_\_? If you have \_\_\_\_\_ how much more money do you need?
- How many centimetres long is the \_\_\_\_\_?
- How many \_\_\_\_\_ would it take to cover the \_\_\_\_\_?
- How heavy is the \_\_\_\_\_ in grammes?
- Estimate how many \_\_\_\_\_ of water will fit in the \_\_\_\_\_. Check your answer.
- On what date was the \_\_\_\_\_ opened? How long ago is that in days, months, years?
- How many \_\_\_\_\_ can be bought with \_\_\_\_.
- How long is the \_\_\_\_\_. Give your answer in metres (using decimals or fractions, if necessary).
- If the train leaves the station at \_\_\_\_\_ and arrives in \_\_\_\_\_ at \_\_\_\_\_ how long will the journey take?
- Draw an analogue clock face showing the time on the \_\_\_\_\_.
- How many pennies/cents does the \_\_\_\_\_ cost?
- How long is the perimeter of the \_\_\_\_\_?
- Find the area of the \_\_\_\_\_?
- What is the exchange rate today for buying US dollars? How many dollars would I get for €100?
- How long does it take to \_\_\_\_\_?

### SHAPE AND SPACE

- Where is the \_\_\_\_\_? (over/under/beside etc.)
- Walk towards/away from the \_\_\_\_\_.
- How many corners on the \_\_\_\_\_?
- What shape is the \_\_\_\_\_?
- Draw a \_\_\_\_\_ in the sand.
- What shapes can you see in this area?
- Find one example of symmetry in the area.



- Face the \_\_\_\_\_. Make one complete turn. Where are you facing? Now make one half turn. Where are you facing?
- Why, do you think, is the \_\_\_\_\_ in the shape of a \_\_\_\_\_?
- Use marla to make a model of the \_\_\_\_\_.
- Find lines that are parallel/vertical/horizontal.
- Face the \_\_\_\_\_. Turn one right angle to the right. What are you facing now?
- Find an example of a right angle in the area. Find an angle that is less/more than a right angle.
- What shape is the sign?
- How would someone in a wheelchair enter the building?

## NUMBER

- How many \_\_\_\_\_ are there?
- Are there more \_\_\_\_\_ or \_\_\_\_\_?
- How many more \_\_\_\_\_ than \_\_\_\_\_?
- Add the \_\_\_\_\_ and the \_\_\_\_\_.
- How many more \_\_\_\_\_ would you need to make 10?
- Write down the number on the \_\_\_\_\_.
- Estimate how many \_\_\_\_\_ there are.
- Run from \_\_\_ to \_\_. Write down the order in which you came using these words: first, second, third, fourth.
- Add the numbers on the \_\_\_\_\_.
- If each bench has four legs, how many legs in total in the park?
- If someone ate  $\frac{1}{4}$  of the apples in the basket how many would they eat?
- What number is on the \_\_\_\_\_? Is the number greater than or less than \_\_\_\_\_. Round this number to the nearest thousand.
- Add the number on the \_\_\_ to the number on the \_\_\_.
- What do you get if you multiply all the digits in the number by each other?
- How many seats are in this room? If the room were full of people and each person paid 50p to enter how much money would be paid in total?
- How many sweets are in the box. If they were divided among \_\_\_\_\_ children how many would each child get?
- If one bun costs \_\_\_ and you can buy 4 for €1, what is the percentage saving?
- What will this coat cost in the sale if 15% is taken from all items?
- What temperature is it here today. In winter the mean temperature is  $-2$ . What is the difference between the two?
- There is a number written in Roman numerals on the grave stone. What is the number in Hindu-Arabic numerals?

## ALGEBRA

- If the pattern on the \_\_\_\_\_ was continued what colour would be next?
- Write down 3 interesting things about the number on the \_\_\_\_\_.
- What number would you take from 400 to give you the number on the \_\_\_\_\_?



## DATA

- If you had a choice would you buy a \_\_\_\_\_ or a \_\_\_\_\_?
- Stand at the school gate. How many cars, lorries, vans, tractors pass in 15 minutes. Show this on a graph. Why do more lorries than cars pass at this time?
- How likely is it that \_\_\_\_\_ will happen here today?
- Put these statements in order of likeliness to happen.
- What is the average price of \_\_\_\_\_?