Walking Laps Counting Project



At many school, students have an annual Walkaround fundraiser to help raise money for the school. Students collect donations for how many laps they walk.

The week before the Walkaround, we will call Training Week.

(If you don’t have a Walkaround, you could just use it as part of PE for the week(s) or you could also have them keep track of jumping rope, bouncing a ball, etc.)

Students will walk around for 10 minutes a day to “train” for the Walkaround. You will need to set up cones to show the area the students must walk around.

Explain to the students that they will be keeping track of how many laps they walk during a 10 minutes period. Give each student a piece of paper and explain that they will receive a hole punch from the teacher for each lap that they walk.

Student Tracking Paper:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **\_\_\_\_\_\_\_\_’s Lap Card**  **Card # \_\_\_** |  |  |  |  |
|  |  |  |  |  |

(Notice that the tracking paper is a 10 frame to help with counting.)

Go outside with the class and walk the 10 minutes of time. Teachers should carry a few extra lap cards just in case.

Have the students come back into class and fill out the following chart for how many laps they walked that day. They should write the day, time spent walking, tally marks for laps and number for walk.

Here is the chart for then to fill out:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Laps**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Time Walked** | **Lap Tally** | **# of Laps Walked** | **Total Laps Walked** |
| *Day 1* |  |  |  |  |  |
| *Day 2* |  |  |  |  |  |
| *Day 3* |  |  |  |  |  |
| *Day 4* |  |  |  |  |  |
| *Day 5* |  |  |  |  |  |

The next day, have the students make a mark on their tracking paper so they know they are recording the next day’s laps. At the end of Day 2, give the students scrap paper and have the students figure out how many laps they walked in all and record that number. As a table group, they can then calculate how many they have walked in total. Have then share as a group how many laps they have walked and how they figured out that answer.

Repeat for days 3,4, and 5. As the numbers get higher, make sure manipulatives are available to help solve the problems such as number lines, hundred charts, etc. Make sure individuals are sharing with the class how they figured out their total laps.

After the final day of training, have the students figure out how many laps they walked in total individually and as a group. Pose the question to the groups if they can figure out how many they have walked as a whole class. Share the results as a class.

Extension:

Pose these questions to the students:

*How long will you have to walk at the Walkaround to do the same amount of laps?*

*How long will you have to walk at the Walkaround to double the amount of laps you walk?*

*How many laps will we walk as a whole class if we keep the same pace for \_\_\_ minutes?*

*How long will it take to walk 100 laps?*

Each group can choose a question (or one of their own) to answer and share their findings with the group. They can share their information using a computer program such as Graph Club, create a short video to show how they figured out their answer, or just use paper and pencil.

Assessment:

Throughout the project, teachers can assess students and how they go about solving the addition problem each day.

Through individual, group, and whole-class discussions, the teacher can evaluate the students’ abilities to add the numbers together and explain their thinking. Teachers can look at student work on the extensions to judge greater understanding.