

# SUCCESSFUL WARM-UPS

## TOP 5 TIPS FOR TEACHERS

Warm-ups are used in the maths classroom to prime student thinking in preparation for a lesson. Warm-ups should be purposeful, easy to start and take ten minutes or less. Make your warm-ups meaningful and engaging.

### LINK TO THE LESSON

1.

Warm-ups must be purposeful. Make the link to your lesson to get students thinking about the maths to come.

Ask yourself: How might this warm-up prepare students for the mathematical concepts and proficiencies that will feature in my lesson? From there design or select a task.

### GET RIGHT TO IT

2.

A good PE lesson often begins with an immediate warm-up task. Students might be asked to throw a beanbag in the air and count how many claps they can do before catching it.

This approach can be used in the maths classroom, starting immediately maximises the limited time available for warm-ups



### MIX IT UP

3.

A variety of warm-ups will help you engage and challenge your students over the year.

Warm-ups can include games, visual images, puzzles, number talks, challenges, riddles and picture-story books.

The [MAV Learning Activities Prep to 9](#) is a great launching point for building your repertoire of warm-up ideas.



### REVISIT MORE THAN ONCE

4.

When a new warm-up is introduced, the set up and clarification of task rules takes time. For this reason, consider revisiting a warm-up throughout the week to maximise its potential to stimulate thinking.

On Day 2, students have an opportunity to approach the task more strategically. On Day 3 vary the warm-up to increase the level of challenge. On Day 4, allow the students to create and trial their own variations.

### PRIORITISE THINKING

5.

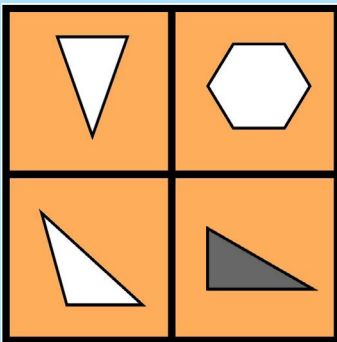
Incorporate strategies to prioritise mathematical thinking:

- Create random groups of 2-4 students to encourage engaged discussion and ensure that turns come quickly.
- Provide resources to support visible thinking such as mini whiteboards, 100s charts, open-number lines, counters, or blocks.
- Use visual prompts to encourage non-verbal thinking.
- Come together to discuss the strategies and big ideas. Ask questions like: Can you explain your strategy? Who used a similar strategy? Who saw the maths a different way?

# TOP WARM-UP IDEAS

## 1. LINK YOUR WARM-UP TO THE CURRICULUM OR THE LESSON

1.



Ask the students to look at the 4 shapes and justify which one doesn't belong?

This warm-up can be used to introduce students to the mathematical

reasoning and geometric language (fluency) that you want to promote during the lesson.

Image source: <http://wodb.ca/>

## 2. WARM-UPS TO GET STUDENTS STARTED IMMEDIATELY

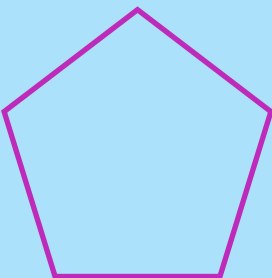
2.

- Begin playing Snap One More, One Less with a set of playing cards
- Ask groups of 6 to form a circle and skip-count forwards by 4s starting from 14
- Challenge each student to make the longest unbroken line by tearing a piece of scrap paper. The different-sized lengths can form the basis of a length and/or data investigation.

## 3. WARM-UPS USING VISUAL PROMPTS TO ENCOURAGE NON-VERBAL THINKING

3.

- Display a 3D image and ask students to imagine and draw what the obscured side of the image could look like.



- Ask students to visualise a pentagonal sheep-pen, each side a different length. Draw some possibilities.

## 4. WARM-UPS THAT PRIORITISE THINKING

4.

- Number Talks: Find some different ways to solve  $43 - 18$  in your head.
- Data Talks: Display a graph or infographic (and obscure some labels) then ask what might this graph be about?
- Investigations: Predict and investigate some events that take longer than 5 seconds but less time than 10 seconds.