



Special Number Climb

While climbing, participants identify examples of the pre-determined “special number.”

Grade Level: 1-8

Materials:

- Numbers for the climbing wall:
 - Flashcards or numbers written on index cards (to be tucked behind hand holds or taped to wall)
 - Magnetic numbers (to be placed directly on [Magna®](#), [Dry-Erase](#) or [Blackboard](#) Wall or on [Discovery Plates](#))
 - Dry-erase markers or chalk (to write numbers on Discovery™ [Dry-Erase](#) or [Blackboard](#) Climbing Wall)

Advance Set Up: Determine what special numbers you wish to review with participants. Examples include even or odd, negative or positive, prime or composite, different types of fractions, multiples of 2, 5, 10, etc. The age and abilities of your participants, as well as collaboration with the math teacher, will help you determine which numbers are most appropriate. Place examples of these numbers high and low on the wall. Also include numbers that are not in the special number category. For example, if you’re reviewing even numbers, you will also place odd numbers on the wall.

Activity:

Communicate what the day’s “special number” is and let participants know they are going to climb and find some of these special numbers. Then have participants climb, spaced one per panel, and touch and examples of one special number per climbing wall panel. When climbers reach the end of the climbing wall, have them repeat the activity, finding different numbers, for as long as time permits.

Differentiation/Modifications:

- For participant s with learning differences:
 - Review the special number examples prior to class.
- To decrease challenge:

- Review examples of special numbers prior to having participants climb. For example, if participants are asked to identify even numbers, ask where they are (and point them out) before participants climb.
- Have participants identify and touch only three special numbers, not one per panel.
- To increase challenge:
 - Have participants touch more than one special number per panel.
 - Participants will identify the special number and add each one together as they climb, keeping a running total of the sum until they reach the end of the climbing wall.
 - Mark routes with the special numbers and challenge participants to climb on the special number route.
- If you have [Discovery™ Plates](#) or a Discovery™ [Dry-Erase Wall](#) or [Blackboard Wall](#), have participants write examples of special numbers on the wall as they climb. For example: Ask participants to write even numbers on the climbing wall.

National Standard(s): 1,2,3,4 & 5

Grade-Level Outcomes:

- Nonlocomotor (S1.E7, S1.E8, S1.E10)
- Movement concepts (S2.E1, S2.E2)
- Engages in physical activity (S3.E2, S3.M3, S3.M4, S3.M5)
- Personal responsibility (S4.E1, S4.E2, S4.M1, S4.M2)
- Rules & etiquette (S4.E5, S4.M5, S4.M6)
- Safety (S4.E6, S4.M7)
- Challenge (S5.E2, S5.M3)