

TASOK GUIDING STATEMENTS

At TASOK, we believe in:

Excellence, Integrity, and Inclusivity

Our Mission for *Excellence*: The American School of Kinshasa provides dynamic and individualized educational challenges and opportunities that promote diversity and empower each of its students to develop into independent global community leaders.

TASOK Learner Profile (based on the IB Learner Profile)

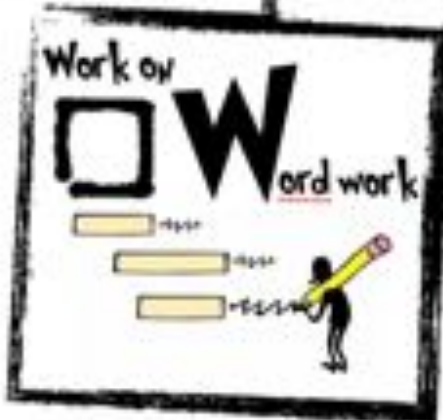
Our learners strive to be:

- ❖ **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- ❖ **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- ❖ **THINKERS:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- ❖ **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- ❖ **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- ❖ **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- ❖ **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
- ❖ **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- ❖ **BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- ❖ **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Literacy

Daily 5

Plan your literacy block by numbering your choices.



The Daily 5™ is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently.

Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

Read to Self

The foundation of the Daily 5 is that children build stamina to support good reading habits. Students learn to choose “just-right” books for their reading level and then practice reading for sustained amounts of time.

Read to Someone

Of all the choices children participate in, Read to Someone is often their favorite. Reading with someone helps readers, especially developing readers, increase areas of comprehension, accuracy, fluency and prosody. It also increases reading engagement, attention and collaboration. What's more, children love partner reading and readily participate with books of their choosing.

Listen to Someone

Listen to Someone provides pronunciation and expression models that can only come from hearing fluent and expressive examples. Because of this, Listen to Someone is especially beneficial to our older struggling readers whose listening comprehension exceeds their reading level. Listen to Someone is a great option for our English Language Learners (ELLs). It is a popular favorite of most primary students as well.

Work on Writing

This station looks different depending on the age of the students. Children should have time to write and a variety of reasons for writing.

Word Work


During Word Work, we focus on spelling and vocabulary work with children, creating a richly literate environment that provides essential and often-skipped practice time. (The Daily 5, p 117)

Learn More at: www.thedailycafe.com

In the event of school closure,

choose 2
of the Daily 5 to do
EACH day.

Daily 5



- Pick a just-right book.
 - Three ways to read:
 - Read the pictures.
 - Read the story.
 - Retell the story.
 - Make a movie in your mind.
 - Use a sticky note tracker.
 - Respond to thinking prompts.
- 


Get started right away!




Stay in one spot!

Read the whole time!


- Practice fluency.
 - Experiment with expression.
 - Listen to audiobooks (if available).
 - Draw or write about your favorite part.
 - Respond to discussion questions.
- 
- 

- Elbow-elbow, knee-knee. (EKKK!)
 - Control volume. Shhh...
 - I read. You read. Choral read.
 - Wait before helping.
 - Check for understanding.
 - Summarize story (SWBST).
 - Delve into discussion.
 - Reflect on reading (Grow & Grow)
- 

Work quietly!

- Choose an engaging topic.
 - Keep the literary analysis triangle in mind.
 - Use multiple sources.
 - Paint a picture with words.
 - Consider your audience.
 - Vary your writing.
 - Underline words you don't know how to spell, and move on.
- 

Write the whole time!

- Choose words & materials wisely.
 - Add to your personal word wall.
 - Be metacognitive (Think about your thinking).
 - Save your new learning.
- 

Build stamina!

Math

MATH DAILY 3+

Plan your math block by numbering your choices.



From www.thedailycafe.com

Math Daily 3 provides a system to teach children to be independent with the math choices, using the 10 Steps to Independence, and provides a structure for the math block.

Math Daily 3 is not about providing specific math content. It is about providing tasks and activities that engage students in the mathematics they are expected to learn

Boushey, Gail; Moser, Joan. Daily Five, The (Second Edition): Fostering Literacy in the Elementary Grades (Kindle Locations 1825-1826, 1844-1845). Stenhouse Publishers. Kindle Edition.

Math by Myself

Math by Myself provides opportunities for students to review, practice, and reinforce math concepts through the playing of math games participating in math activities, and problem solving. This time alone with math also builds stamina for thinking and wrestling with problems.

Math with Someone

Math with Someone offers kinesthetic opportunities for students to engage with mathematical concepts and tasks. When working with one another, students are also able to discuss strategies and justifications for solutions.

Math Writing

Math Writing provides time for students to communicate their thinking and understanding by using pictures, numbers, and / or words. Articulation of math ideas in a clear, concise manner reinforces concepts and promotes discussion and reflection.

Practice with Pencil and Paper

Practice with Pencil and Paper encourages students to build on essential knowledge that will serve them in future lessons. Students may choose these activities from the Home Connections book.

Practice Facts

Fact practice builds fluency. Students can use number cards to add or subtract multi-digit numbers. They can also use the single digits to practice their multiplication and division facts. The quicker they can master the basic skills the easier other concepts, like area and fractions will be.

In the event of school closure,
choose 2
 of the Math Daily 3+ to do
EACH day.

MATH DAILY 3+

Plan your math block by numbering your choices.

Work on your Math Journal.
 Solve a Problem of the Day.
 Tackle a Ten-Minute Math task.
 Manipulate the Math Tiles.
 Get *grid:dy* with *Graphiti*.
 Investigate an iPad app.

SET UP MATERIALS QUICKLY!

Play a math game.
 Track progress on your Math Task Cards.
 Share a strategy.
 Discuss and decode the clues to solve a logic puzzle.

WORK WITH MATH THE WHOLE TIME

Create a word problem.
 Respond to a reflection prompt.
 Record your thoughts in response to a Metacognitive Moment.
 Stop, strategize, and save your ideas.
 Justify your solutions using pictures, numbers, AND words.

WORK QUIETLY!

Conquer computation.
 Solve effectively and efficiently.
 Use grid paper to justify your answers.
 Show ALL your thinking.
 Consider a different point of view.

PUT MATERIALS AWAY NEATLY!

Build fluency with flash cards.
 Master your facts in a Mad Minute.
 Investigate an iPad App.

$42 \div 7 =$
 $21 \div 3 =$
 $3 \times 4 =$
 $8 \times 6 =$
 $6 \times 7 =$

BUILD MATH STAMINA!

Word Work

Pyramid Spelling

s
sc
sch
scho
schol
schola
scholar

Alphabet Spelling

Write your words in alphabetical (ABC) order

Rainbow Spelling

Write your words 3 times, each time with a different color. (You can write the words in a row, or you can write the words on top of each other)

Color Code

Write the vowels of your spelling words one color and the consonants in another color

Silly Sentences

Use each word to create silly, yet scholarly, sentences

Crazy Creativity

Write each word using crazy and/or creative letters.

SCHEOLAR

Backwards to Forwards

Write each word backwards, and then write it forwards.

ralohcs
scholar

Back Spelling

Draw each of your words on someone else's back, using your magic pen (a.k.a. your finger).

Bubble Letters

Write each word using bubble letters.

Dictionary Dig

Look up 10 of your words in the dictionary, and write the definition.

With a Whisper

Write each word 3 times, and whisper each letter as you write.

Picture Perfect

Write each word and draw a picture to represent it.

OR

Hide all your words in a single picture or scene.

Ghost Words

Use a white crayon to write each word. Then, color over each word with a marker.

Follow the Swirl

Draw a swirly line. Write your word over and over along the line.

Rhyme Time

Write each word, and then write a word that rhymes with it.

scholar
hollar

Make a Michelangelo

Tape your paper on the bottom side of a desk or table. Lay on the floor and write your each word 3 times.

With a Whisper

Write each word 3 times, and whisper each letter as you write.

A Device is Nice

If available, type your words on the computer or another device.

Secret Agent Spelling

Write each of your words in numerical code. Then, go back and decode each word. Pay attention to patterns.

(See decoder below)

Language Lab

Invent your own strategy for studying your spelling words.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Science

(multiple intelligence choice board)

Real World Connections

Create an instructional poster related to our current unit of study.

Explain key ideas clearly and concisely.

Give specific examples and include pictures.



Write a Letter

Write a letter from the point of view of the earth's surface.

Tell about how you have changed throughout the years and how you are still changing.

Include examples observed / experienced during your time away from school.

Be sure to use key vocabulary words.

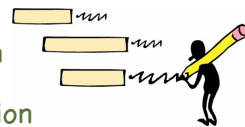


Vocabulary Pick & Choose

Choose 5 vocabulary words related to our current unit of study.

For each word, choose 3 of the following activities to do:

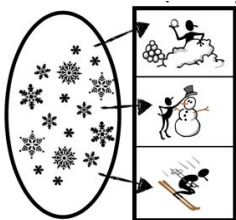
- give a definition
- give a synonym
- give an antonym
- draw a picture
- make a connection
- write a sentence using the word.



Cause & Effect

Design a diagram that shows a scientific cause and effect relationship you have observed during your time at home.

Explain the cause(s) and effect(s), and include specific examples, pictures, and key vocabulary words



Brainstorming Map

Create a brainstorming map related to our current unit of study.

Include adjectives, descriptions, examples, and connections.

You can even include pictures.

Be creative!



Rap or Song

Compose a rap or song using key ideas and words related to our current unit of study.

If possible, perform and record your rap, so others can learn the key ideas communicated.



Game

Design and create a game related to our current unit of study.

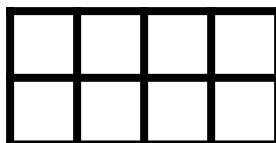
Be sure your game includes:

- the game rules
- questions / cards
- pieces
- a game board
- an answer key



Comic Strip

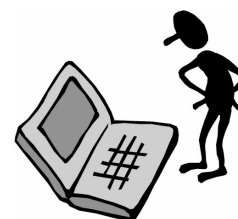
Create an eight-section comic strip with captions related to our current unit of study.



Computer Project

Create a computer project related to our current unit of study.

Include pictures, examples, and key vocabulary words.



Multiple Source:

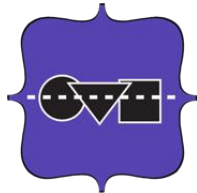
<https://www.dogonews.com/category/science>

In the event of school closure,
choose 2.

Social Studies (depth & complexity choice board)

Across Disciplines

How does the **BIG IDEA** from this unit of study **CONNECT** to something from another subject?



Patterns

What **PATTERNS** have you noticed in this unit? Why do you think these **PATTERNS** exist? Can you predict what **PATTERNS** might come in our next unit of study?



Details

What 3 **DETAILS** from the unit of study do you feel are **MOST IMPORTANT** in supporting the main idea of this unit. Who? What? When? Where? Why? how? Include specific evidence.



Multiple Perspectives

Describe different **PERSPECTIVES** (points of view) from which this unit of study can be viewed, including your own. Use specific examples.



Language of the Discipline

Pick 3-4 **VOCABULARY** words that either you don't know the meaning of or that are important to understanding this unit.



Big Idea

After reading the self-selected article, what do you feel is the **BIG IDEA** that the author is trying to convey? Give an example.



Unanswered Questions

What information is missing or unclear in this unit? What **QUESTIONS** remain **UNANSWERED**.



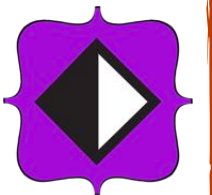
Relationship Over Time

How have your **OPINIONS** or **FEELINGS CHANGED** throughout our most recent unit of study? Give specific examples.



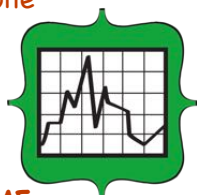
Ethics

What rule or social norm was **VIOLATED** (broken) or **CHALLENGED** in this unit of study? Provide specific examples to justify your response.



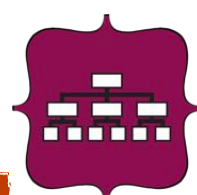
Trends

What factors (social, economics, political, geographical) from this unit of study have caused events to occur? Describe one **CAUSE and EFFECT** that occurs in this unit of study. Identify patterns of change **OVER TIME**.



Rules

What "**RULES**" have emerged during this unit of study? How are they structured? Why do they exist?



Responses for the Social Studies choice board can be recorded in a variety of ways:

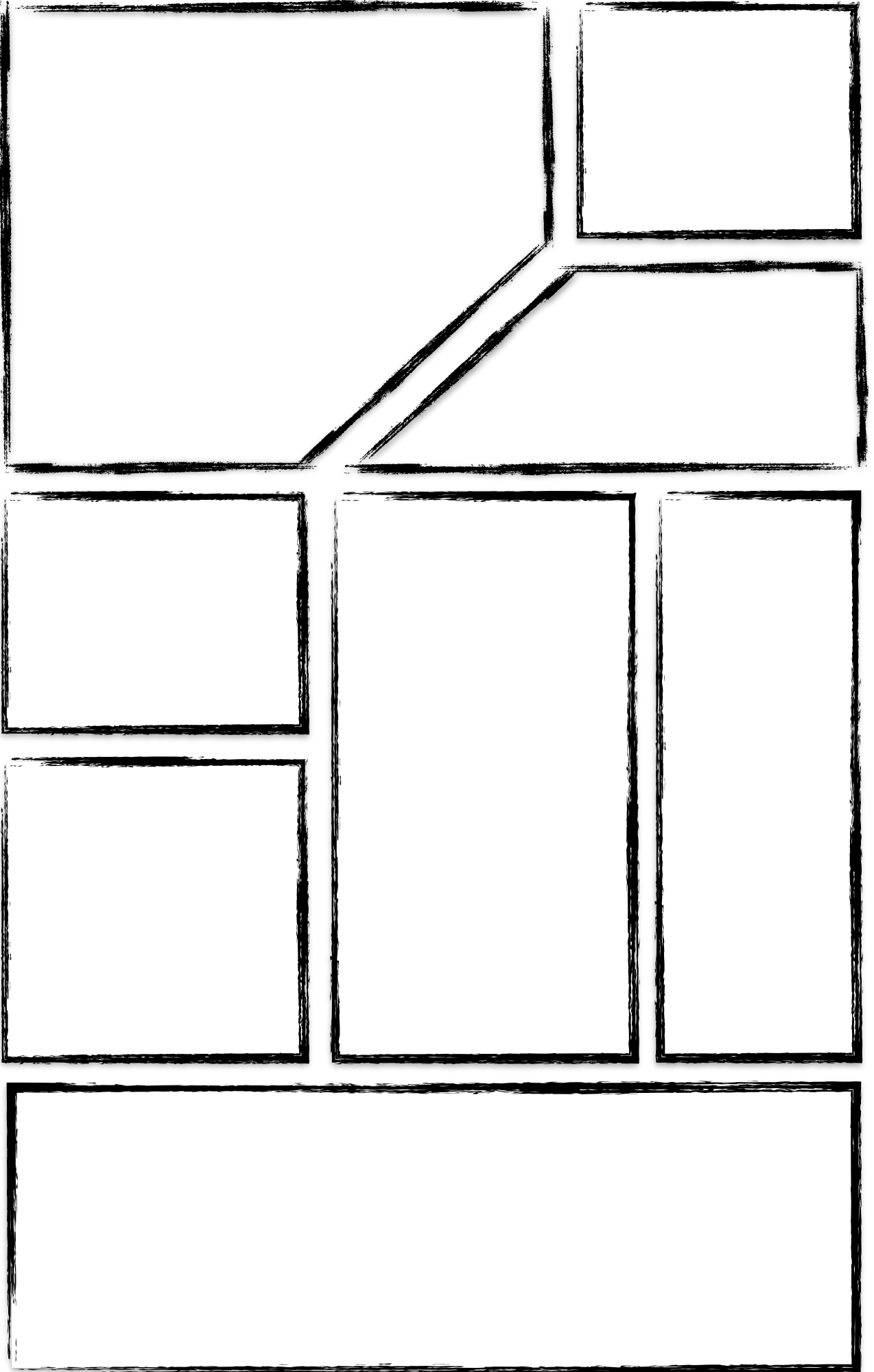
- **Written:** on the lined paper included in your folder.
- **Orally:** on a linked Flipgrid (<https://flipgrid.com/ml52p2f>).
- **Typed:** on the linked Google form (<https://goo.gl/forms/wylj0bINDShkGcQv2>).
- **Illustrated:** in a comic strip format included in your folder

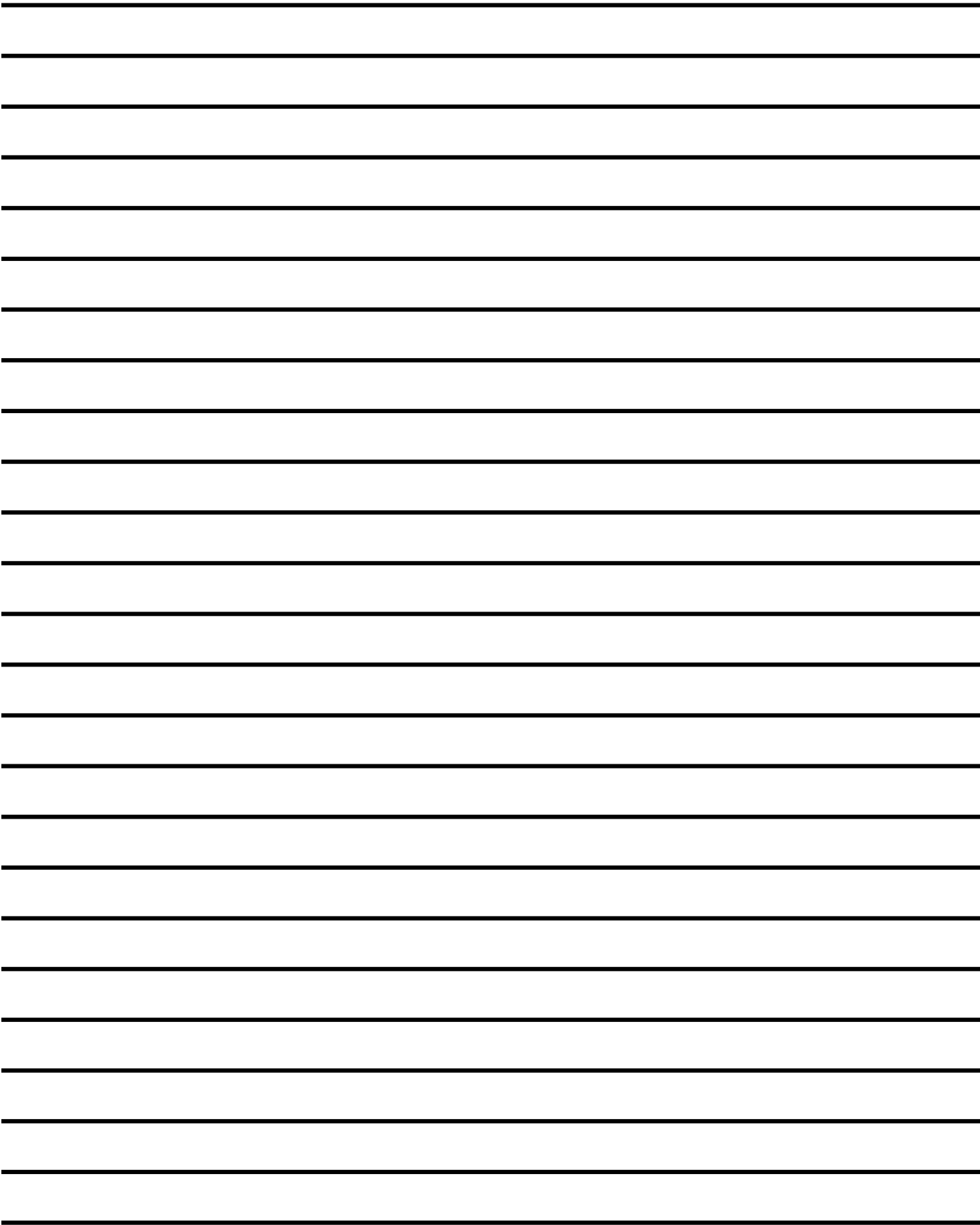
In the event of school closure, **choose 4.**

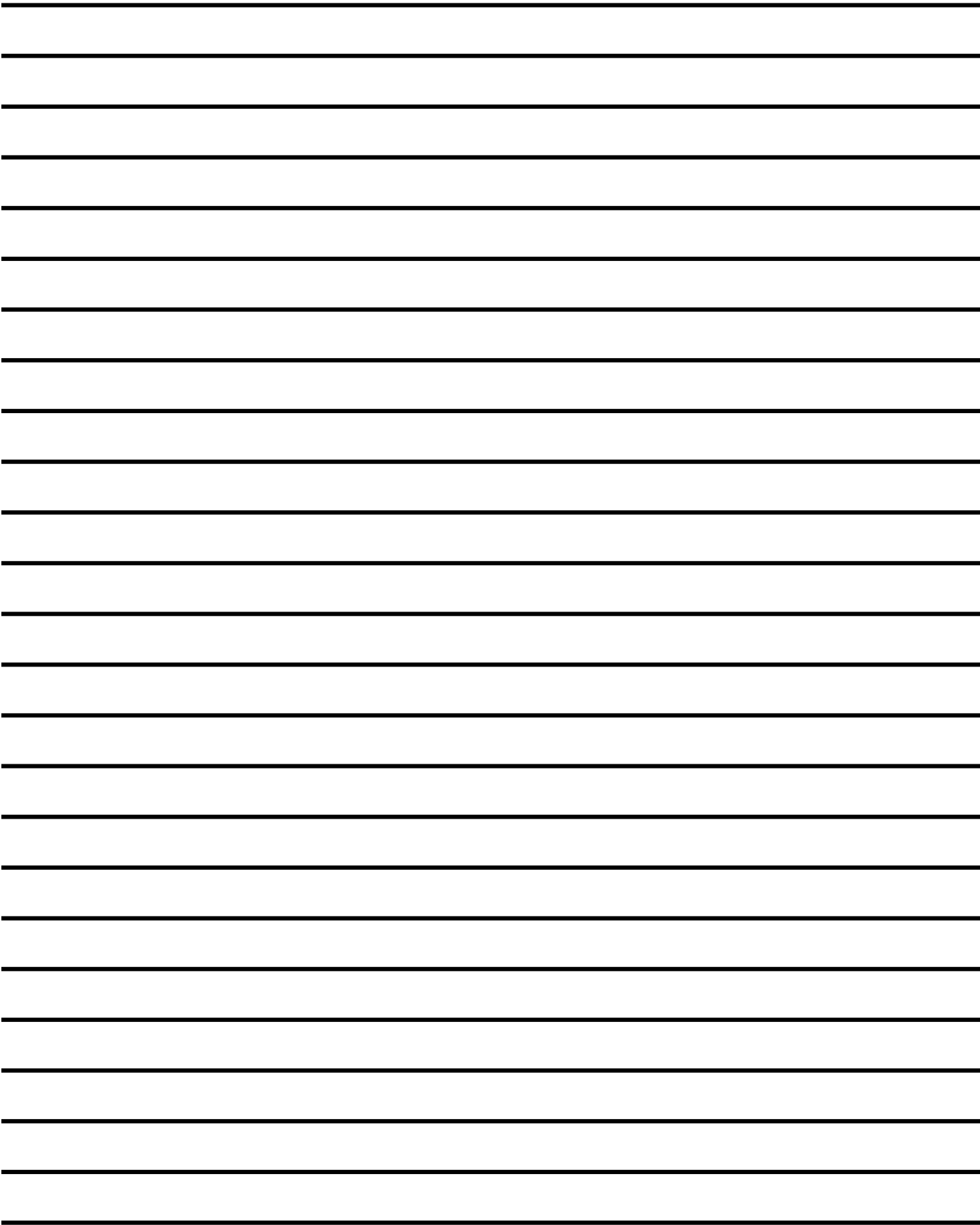
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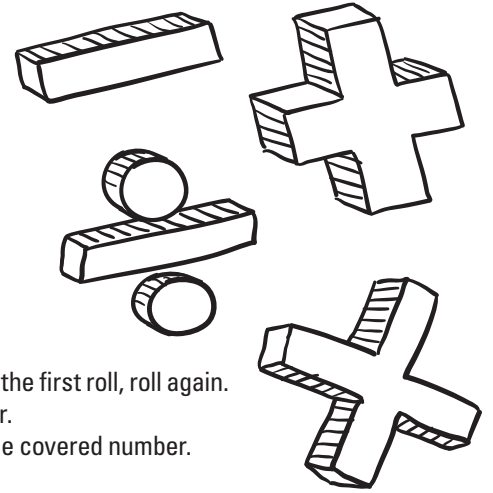
Comic Strip







A-Mazing Functions



Building Fluency: follow a given rule or identify a rule

Materials: game marker, a die, 32 counters/cubes to cover circles on gameboard

Number of Players: 2

Directions:

1. Cover each circle with a counter/cube.
2. Place player markers on "start".
3. Roll the die and move your marker that number of spaces around the maze. If you roll 1 on the first roll, roll again.
4. If you land on a covered space, name the function rule that is covered by the counter.
5. Tell how the number before the covered number becomes the number that comes after the covered number.

Example:

28	○	48
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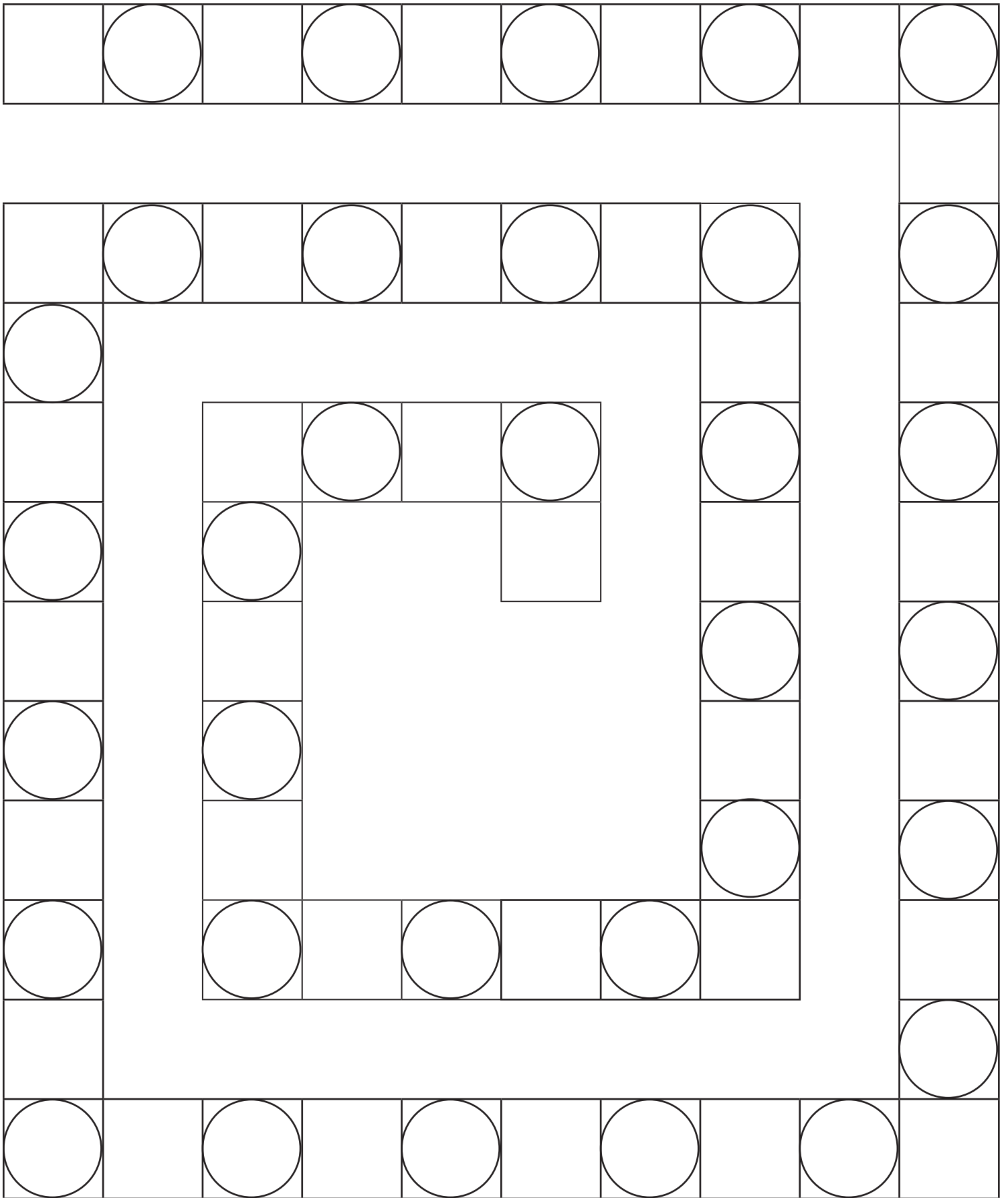
Player says, "The function rule is plus 20 because 28 plus 20 equals 48".
Once player removes the counter they'll see if function rule is correct.

28	+20	48
----	-----	----

6. If you are correct, keep the counter. If you are not correct, return the counter onto the space.
7. Winner is the player who has the most counters at the end of the game.

Variation/Extension: Students can create their own gameboard with function rules, which could include \times and \div .
An additional gameboard is included for your convenience.

START	+12	12	+200	212	-12	200	+50	250	+25
									275
250	-75	175	+400	575	+25	600	+400		-5
-150							1,000		270
400		4,000	+25	4,025	-4,000		+500		-70
-1		+2,000			25		1,500		200
401		2,000					-400		+100
+200		+1,000					1,100		300
201		1,000					+3		-200
+11		+10	1,010	+7	1,003	-100	1,103		100
190									+14
-30	220	+110	110	+5	105	-15	120	+6	114



Deci-Moves

Building Fluency: comparing decimals

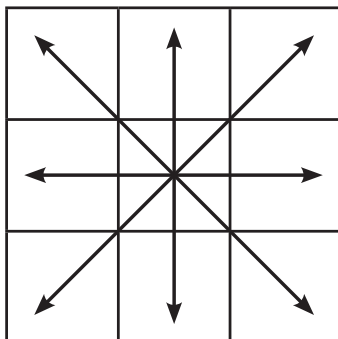
Materials: gameboard, 4 color game markers per player (clear plastic chips work well), and a coin









Number of Players: 2

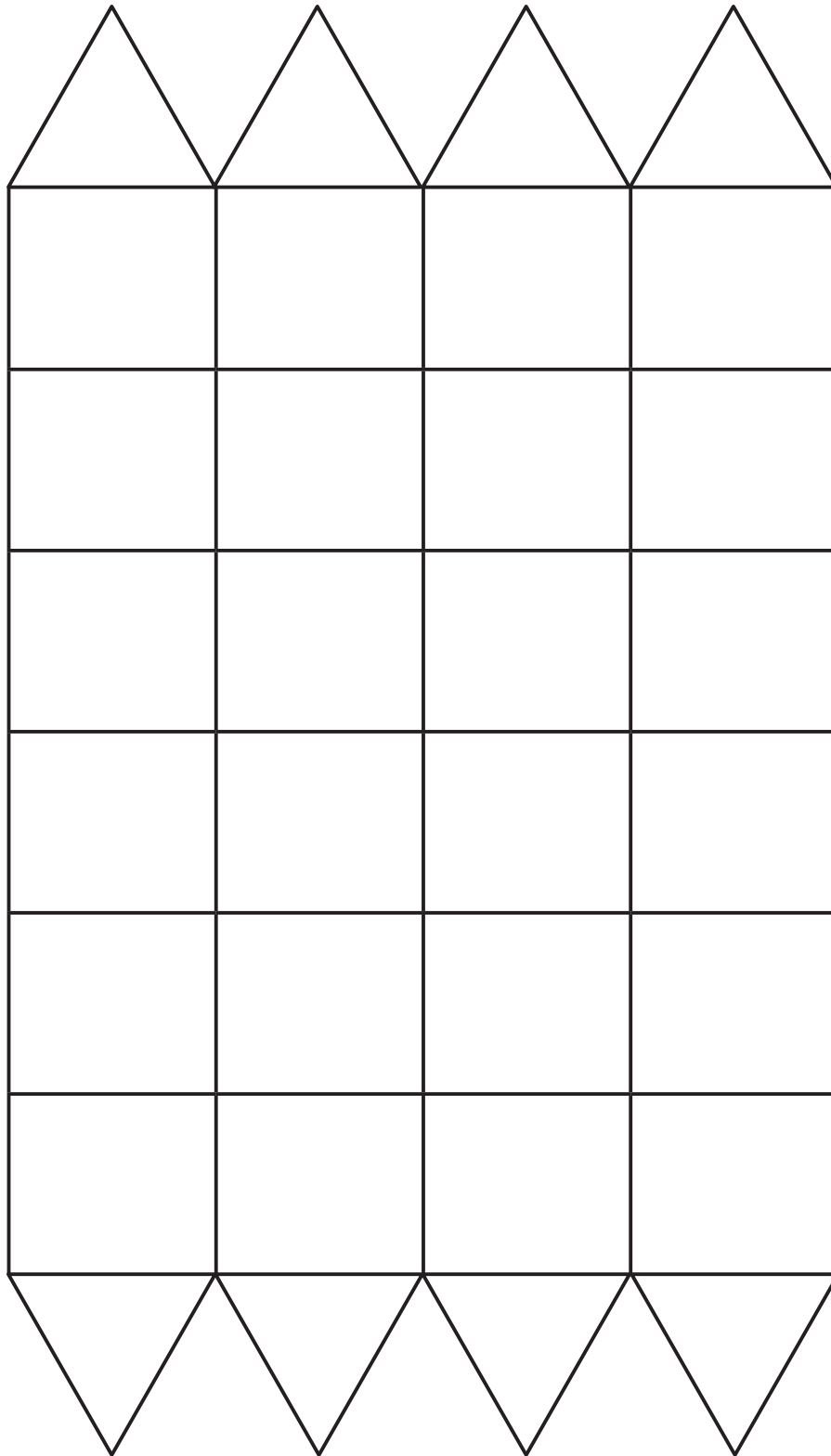
Directions:

1. Each player chooses one side of the board and places her or his game markers on the 4 triangles on that side.
2. Take turns tossing the coin.
3. If the coin comes up heads, move one of your markers to a space having a number larger than the number your game marker is on.
4. If the coin comes up tails, move one of your game markers to a space having a number smaller than the number your game marker is on.
5. You can move up or down, left or right, or diagonally, one space only (See diagram to the right).
6. If your game marker can move to a space occupied by your opponent's game marker their game marker moves back to a beginning triangle. Only one game marker may be on a space at one time.
7. If you are able to move one of your game markers, you must do so, no matter what the direction. If the only move you can make is away from a triangle on your opponent's side, you must make that move.
8. If you have no move within the rules, you lose your turn.
9. The winner is the first player to get all of her or his game markers to the triangles on the other side of the board.

Variation/Extension: Students can create their own gameboard. An additional blank gameboard is added for your convenience.



			
0.7	0.8	0.5	0.2
0.62	0.88	0.60	0.15
0.09	0.67	0.72	0.02
0.4	0.81	0.3	0.27
0.04	0.75	0.1	0.91
0.49	0.05	0.57	0.25
0.31	0.95	0.13	0.65
			
0.3	0.4	0.5	0.6



Find the Fraction Model

Building Fluency: adding fractions

Materials: circle fractions cards and fraction equation cards

Number of Players: 2-4

Directions:

1. Place the equation cards face down in a pile between the players.
2. Spread out the circle fraction cards, face up.
3. Player 1 draws the top card from the equation pile. The first player to identify the matching circle fraction card, wins the cards.
4. Player 2 then draws the next card from the equation pile and players race to find the matching circle fraction card.
5. Play continues until all cards have been identified.
6. Player with the most cards is the winner!

Variation/Extension: Students can create their own cards. Add a timer if you dare!

$$\frac{1}{5} + \frac{4}{5}$$

$$\frac{2}{3} + \frac{2}{3}$$

$$\frac{2}{3} + \frac{3}{3}$$

$$\frac{1}{6} + \frac{3}{6}$$

$$\frac{1}{8} + \frac{2}{8}$$

$$\frac{8}{8} + \frac{2}{8}$$

$$\frac{3}{4} + \frac{2}{4}$$

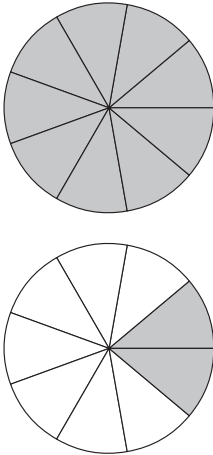
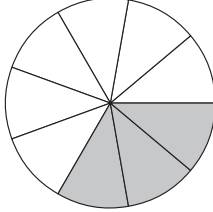
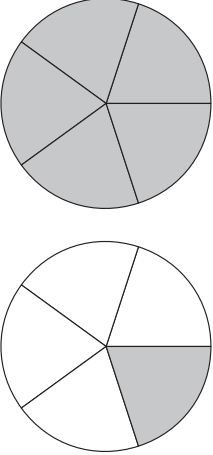
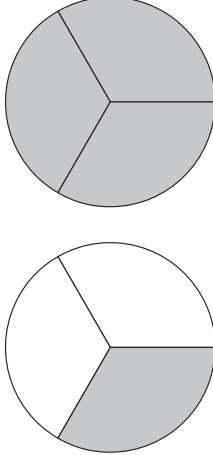
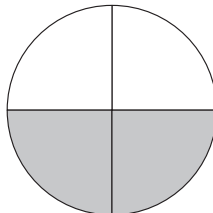
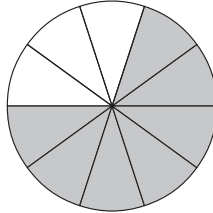
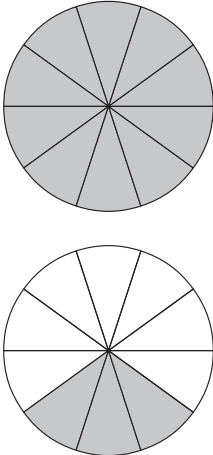
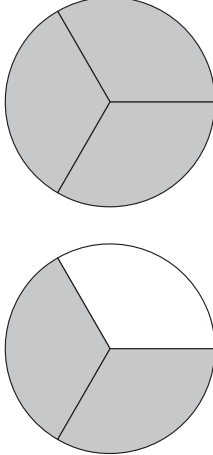
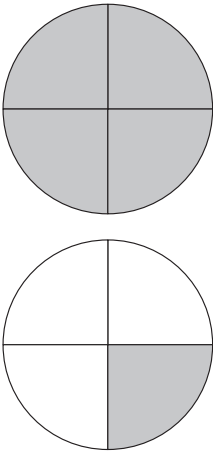
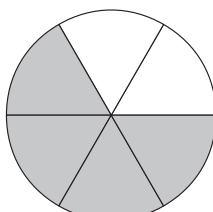
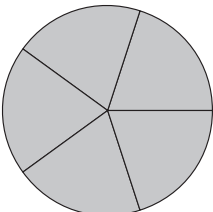
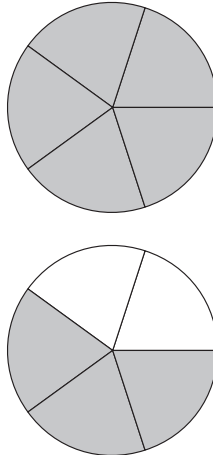
$$\frac{1}{4} + \frac{1}{4}$$

$$\frac{2}{5} + \frac{4}{5}$$

$$\frac{7}{10} + \frac{6}{10}$$

$$\frac{5}{10} + \frac{2}{10}$$

$$\frac{4}{5} + \frac{4}{5}$$

Four Quotients

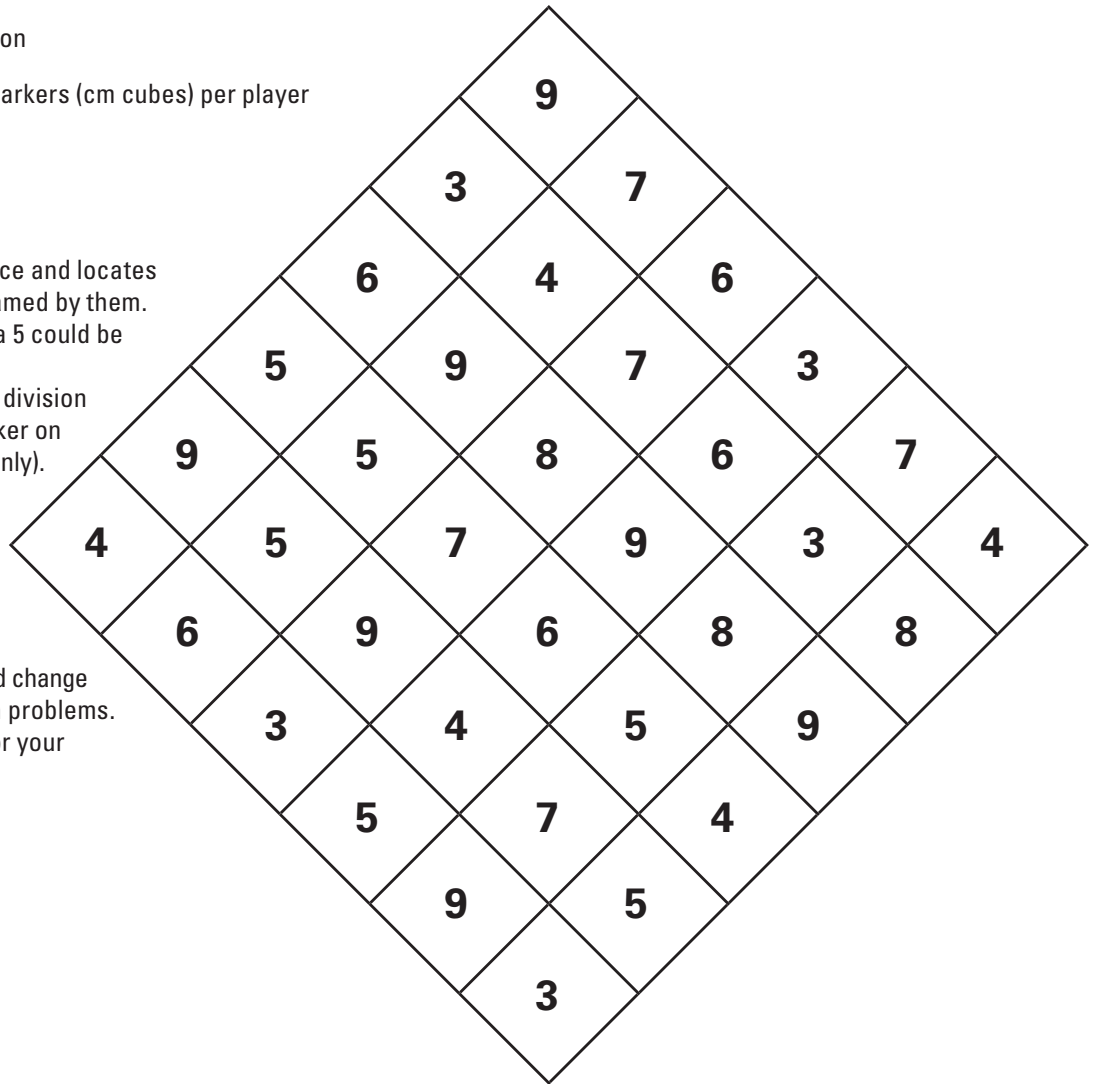
Building Fluency: review of division

Materials: a pair of dice and 15 markers (cm cubes) per player (different color for each player)

Number of Players: 2

Directions:

1. The first player rolls the dice and locates the space(s) on the grid named by them.
2. Example: A roll of a 3 and a 5 could be space (3, 5) or (5, 3).
3. The player chooses either division problem and places a marker on the quotient (in one space only).
4. The object of the game is to get four markers in a row in any direction.
5. The first player to get four in a row is the winner.



Variation/Extension: Teacher could change the difficulty level of the division problems. A blank gameboard is included for your convenience.

	1	2	3	4	5	6
1	$8 \overline{)48}$	$8 \overline{)24}$	$6 \overline{)36}$	$6 \overline{)54}$	$6 \overline{)24}$	$9 \overline{)45}$
2	$4 \overline{)32}$	$6 \overline{)42}$	$9 \overline{)63}$	$6 \overline{)30}$	$7 \overline{)56}$	$7 \overline{)28}$
3	$3 \overline{)24}$	$7 \overline{)35}$	$9 \overline{)81}$	$4 \overline{)24}$	$8 \overline{)64}$	$8 \overline{)32}$
4	$9 \overline{)36}$	$8 \overline{)72}$	$5 \overline{)30}$	$7 \overline{)49}$	$5 \overline{)35}$	$7 \overline{)42}$
5	$9 \overline{)54}$	$8 \overline{)56}$	$5 \overline{)40}$	$4 \overline{)28}$	$9 \overline{)72}$	$4 \overline{)36}$
6	$9 \overline{)27}$	$8 \overline{)40}$	$6 \overline{)48}$	$7 \overline{)63}$	$3 \overline{)27}$	$5 \overline{)45}$

Fraction “Close To” Game

Building Fluency: adding fractions

Materials: die and gameboard

Number of Players: 2

Directions:

1. Players agree upon the target sum (1/2, 1, or 2) at the beginning of each round.
2. Player 1 rolls the die and uses the digit shown as the denominator for both fractions.
3. Player 2 does the same for their fractions. Players may have different denominators.
4. The students then take turns rolling the die and determining whether to place the number in a numerator box or a throw away box.
5. Students receive a maximum of 4 rolls after the denominator is determined.
6. After the students have their two numerators placed, they add their fractions and determine their sum.
7. The student closest to the target sum receives a point. The student who reaches 5 points first is the winner.

Variation/Extension: Students can change the number reached to be the winner.



$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

PLAYER 1

$\frac{\square}{\square} + \frac{\square}{\square} = \square$	<p>TARGET SUM: </p> <p>THROW AWAY BOXES: </p>
---	--

$\frac{\square}{\square} + \frac{\square}{\square} = \square$	<p>TARGET SUM: </p> <p>THROW AWAY BOXES: </p>
---	--

$\frac{\square}{\square} + \frac{\square}{\square} = \square$	<p>TARGET SUM: </p> <p>THROW AWAY BOXES: </p>
---	--

$\frac{\square}{\square} + \frac{\square}{\square} = \square$	<p>TARGET SUM: </p> <p>THROW AWAY BOXES: </p>
---	--

$\frac{\square}{\square} + \frac{\square}{\square} = \square$	<p>TARGET SUM: </p> <p>THROW AWAY BOXES: </p>
---	--

PLAYER 2

$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

$$\frac{\square}{\square} + \frac{\square}{\square} = \square$$

TARGET SUM:

THROW AWAY BOXES:

Multiplication Cover-Up

Building Fluency: multiplication facts

Materials: multiplication game card for each player, something to cover the squares on card, and factor cards

Number of Players: 2-12

Directions:

1. Choose one player to be the “caller”.
2. The “caller” will place the factor cards face down, then turn one over at a time and call out the multiplication expression. (the two factors on the card)
3. If a player has the product of the expression on their grid, they cover it.
4. The first player to cover 5 in a row, column, or diagonally wins the game.

Variation/Extension: Students share strategies of how they learned the more difficult multiplication facts. Teacher could have students create their own 5 by 5 board in their math notebook filled with products of their choice and play as a class. Additional blank boards are added for your convenience,

SAMPLE BOARDS

9	64	27	5	56
0	45	63	21	36
18	70	FREE	8	1
35	81	20	48	100
28	4	15	54	14

28	70	60	25	15
40	56	1	10	64
9	49	FREE	100	32
30	48	20	21	72
5	80	36	30	42

9	64	27	5	56
0	45	63	21	36
18	70	FREE	8	1
35	81	20	48	100
28	4	15	54	14

28	70	60	25	15
40	56	1	10	64
9	49	FREE	100	32
30	48	20	21	72
5	80	36	30	42

30	63	40	15	42
48	72	60	6	18
10	70	FREE	49	56
50	32	2	100	25
35	16	12	27	24

28	14	25	27	7
12	80	21	63	24
54	42	FREE	20	49
35	72	50	3	30
18	45	64	81	32

0	70	27	48	1
2	54	36	14	100
35	21	FREE	5	9
28	4	15	45	6
64	20	81	8	56

40	10	60	28	9
21	16	24	36	12
2	1	FREE	100	7
48	6	56	5	72
30	15	49	3	70

30	25	40	4	18
32	10	7	3	24
16	12	FREE	2	80
8	6	72	42	63
49	14	50	60	18

64	42	7	5	63
12	20	80	27	18
4	25	FREE	54	9
3	35	45	32	15
14	50	8	81	21

1	21	14	2	35
20	27	100	12	16
6	48	FREE	32	3
60	45	64	0	25
7	10	28	18	63

48	0	80	49	63
27	5	36	12	8
2	100	FREE	1	4
14	24	18	50	36
25	60	9	70	16

56	15	64	60	54
8	10	20	42	3
24	72	FREE	25	9
40	5	81	4	45
2	70	28	30	35

2	48	30	36	16
7	81	0	3	72
56	40	FREE	25	6
60	42	50	80	49
21	32	15	24	10

		FREE		

		FREE		

		FREE		

		FREE		

6×0 0×8 1×1 1×2 3×1 1×4 4×4 9×5 8×2 6×8 9×2 7×7 6×3 5×10 10×2 6×9 5×4 7×8 5×1 7×3 10×6 1×6 6×4 9×7 7×1

3×8

8×8

1×8

5×5

7×10

1×9

3×9

9×8

3×3

7×4

10×8

5×2

6×5

9×9

6×2

8×4

10×10

3×4

7×5

6×6

7×2

9×4

10×4

3×5

6×7

Multiplying and Comparing Fractions Game

Building Fluency: multiply and compare fractions

Materials: small digit cards (1-9), gameboard

Number of Players: 2

Directions:

1. Both players draw three number cards and create an equation on their gameboard that is a whole number times a proper fraction.
2. Each player then solves the equation they created. Players check each other's answers for accuracy.
3. Compare their answers.
4. The player with the larger fraction receives a point.
5. The player with the highest number of points when board filled is the winner.

Variation/Extension: Additional gameboards added for your convenience.

PLAYER 1

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

PLAYER 2

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

PLAYER 1

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

PLAYER 2

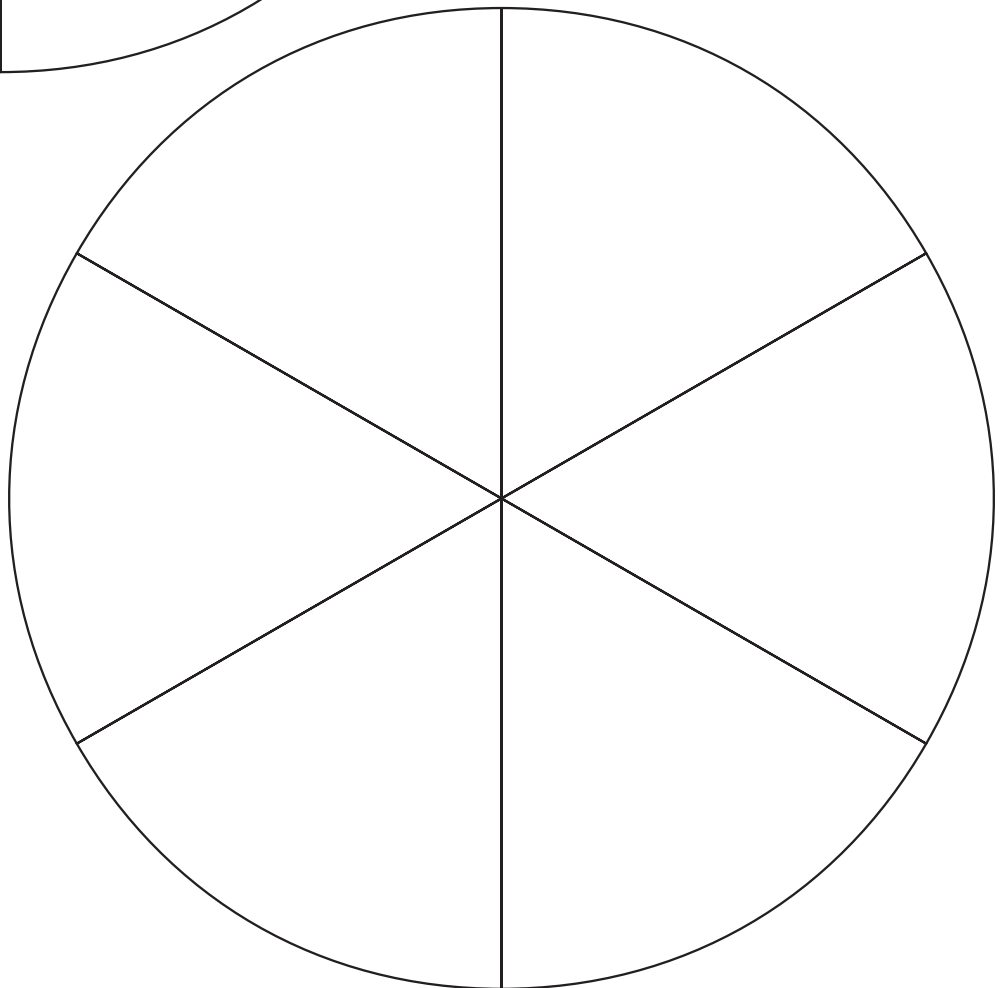
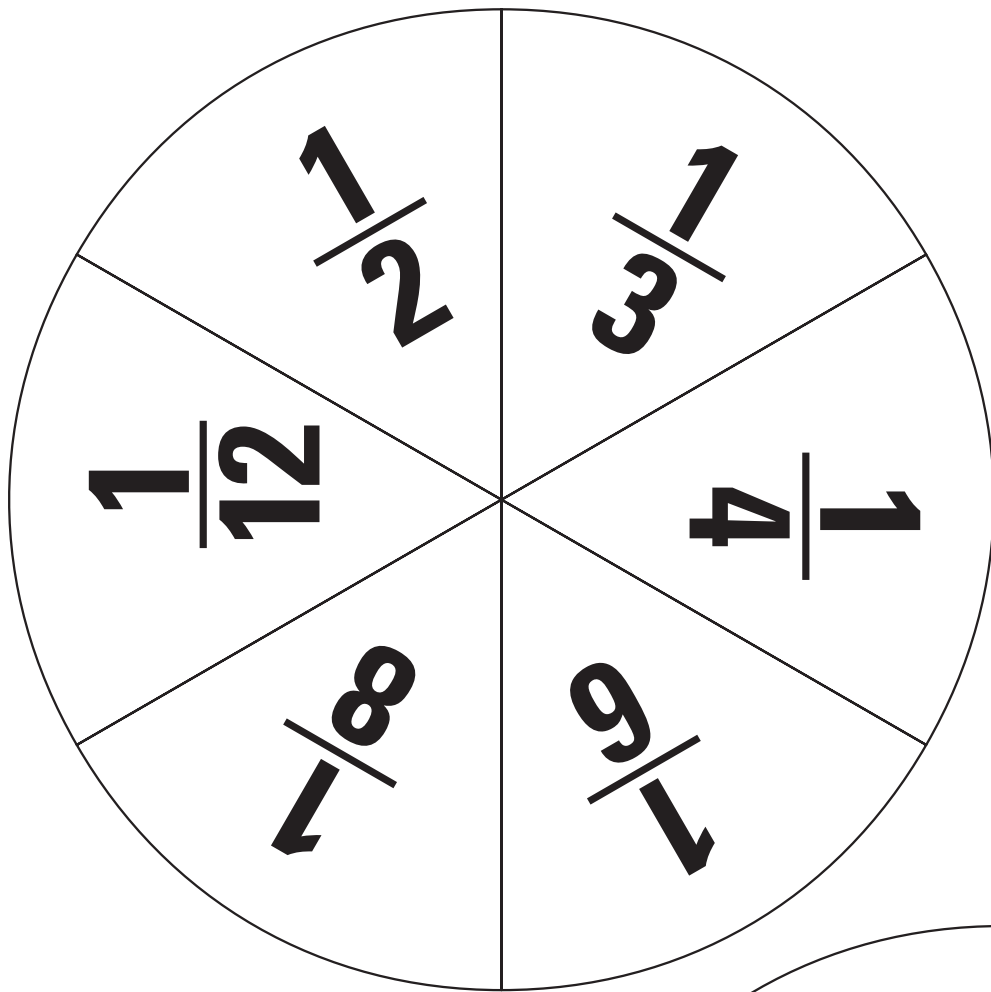
$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

$$\square \times \frac{\square}{\square}$$

1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9
1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9
1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9
1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9



$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{1}{4}$$

$$\frac{1}{6}$$

$$\frac{1}{8}$$

$$\frac{1}{12}$$

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{1}{4}$$

$$\frac{1}{6}$$

$$\frac{1}{8}$$

$$\frac{1}{12}$$

$$\frac{1}{2}$$

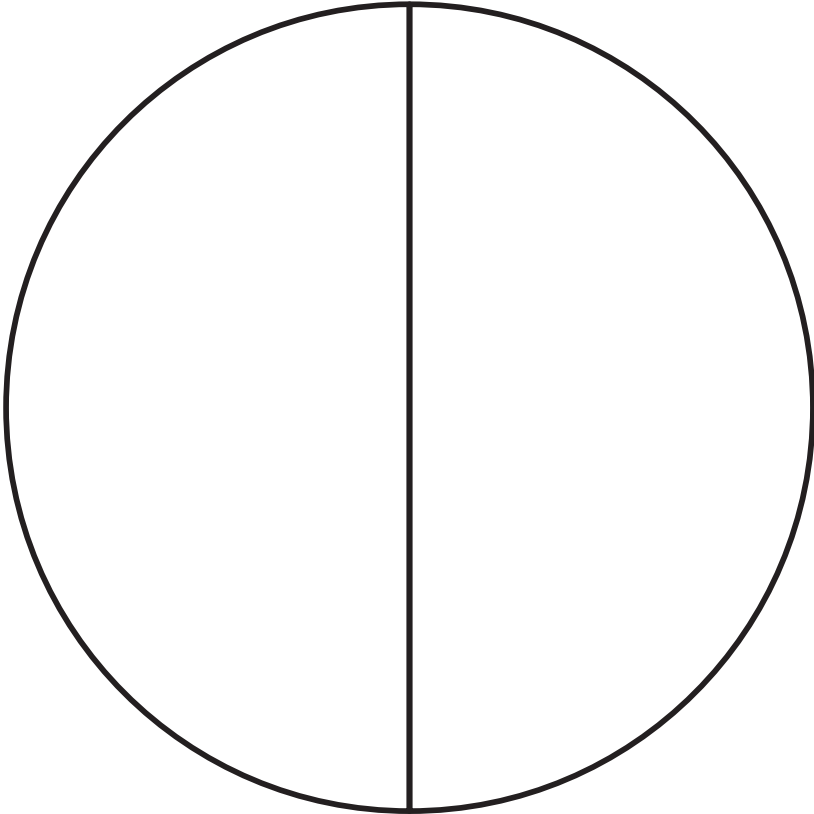
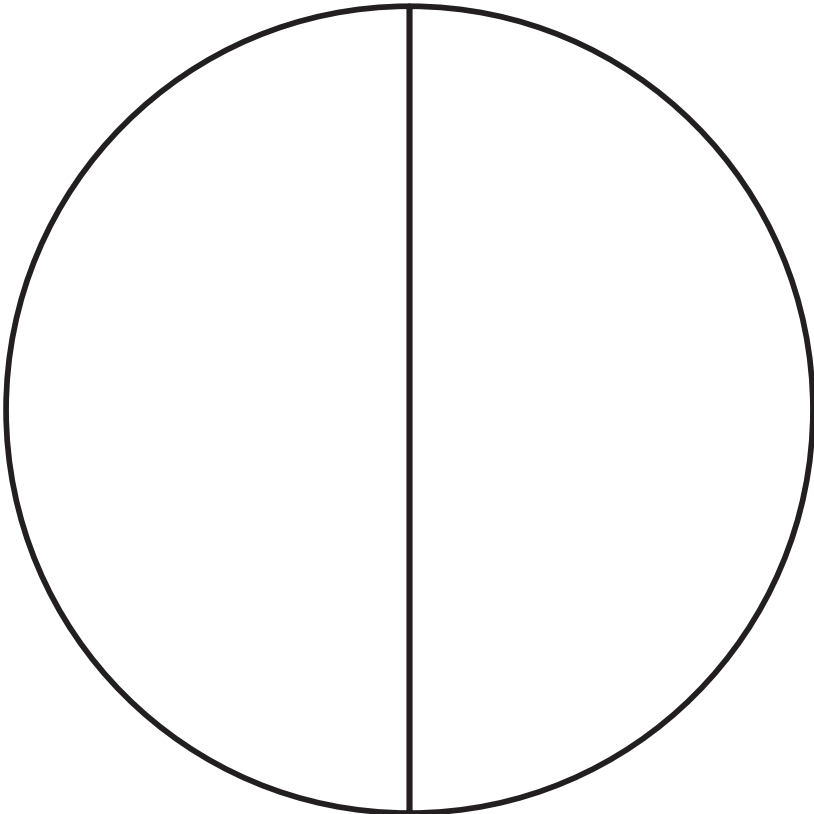
$$\frac{1}{3}$$

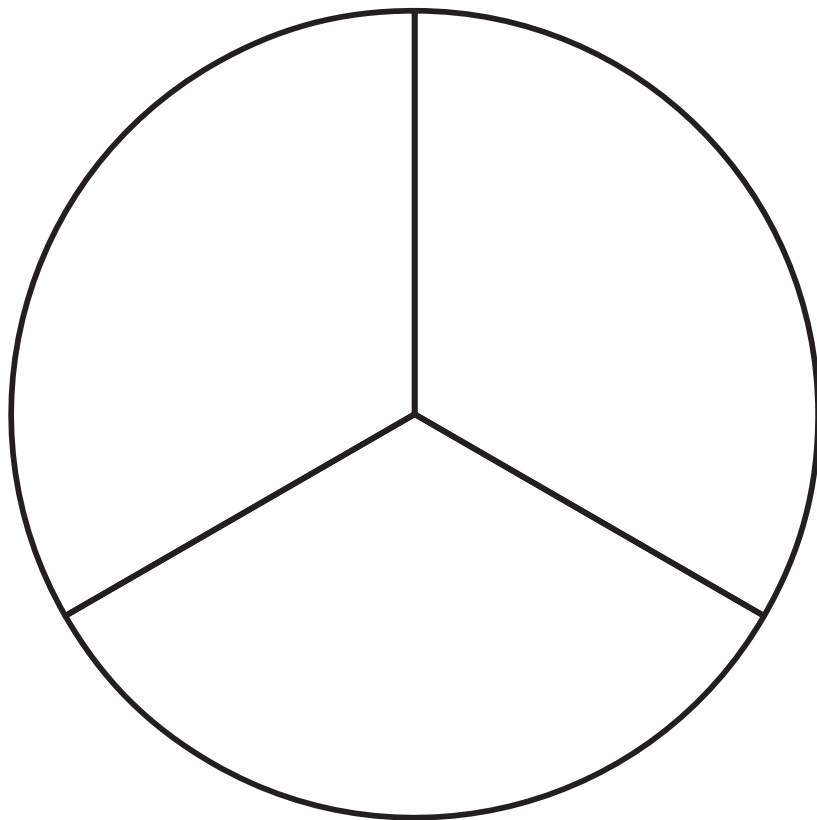
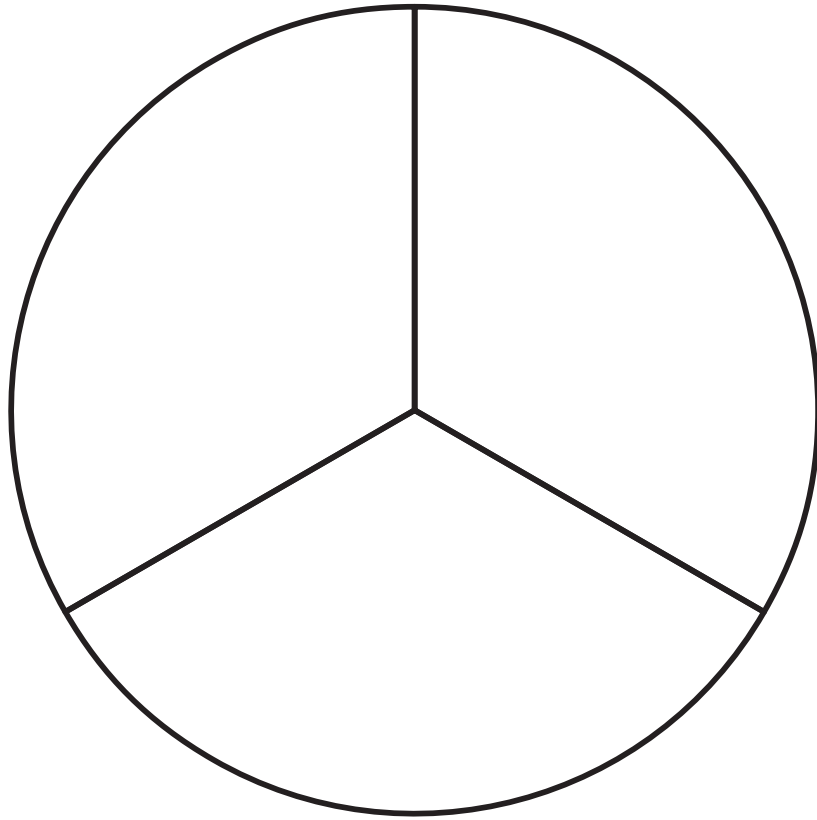
$$\frac{1}{4}$$

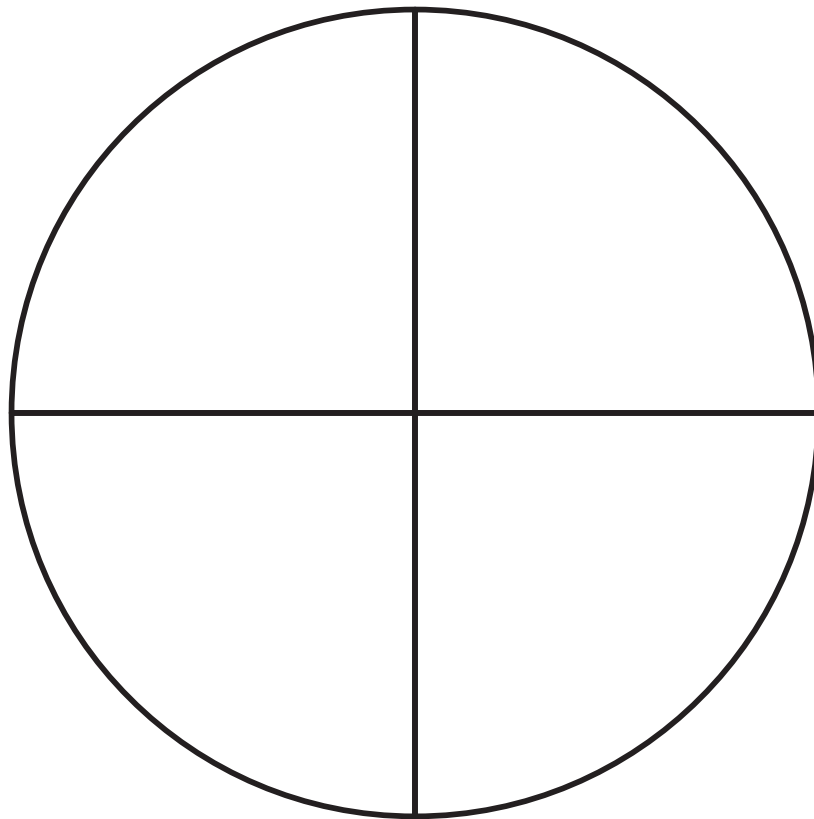
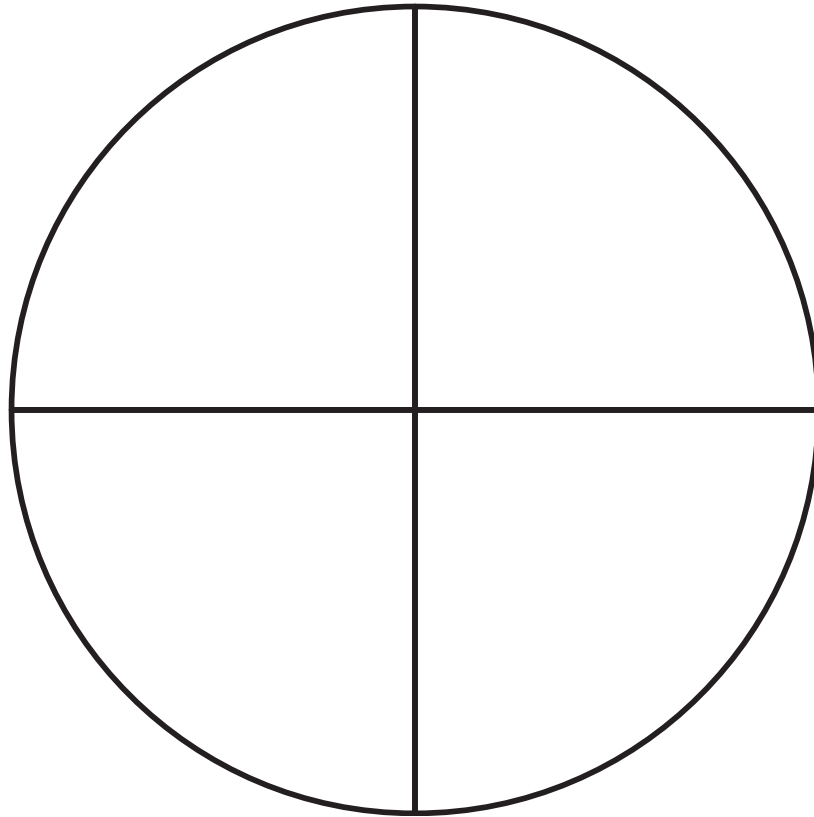
$$\frac{1}{6}$$

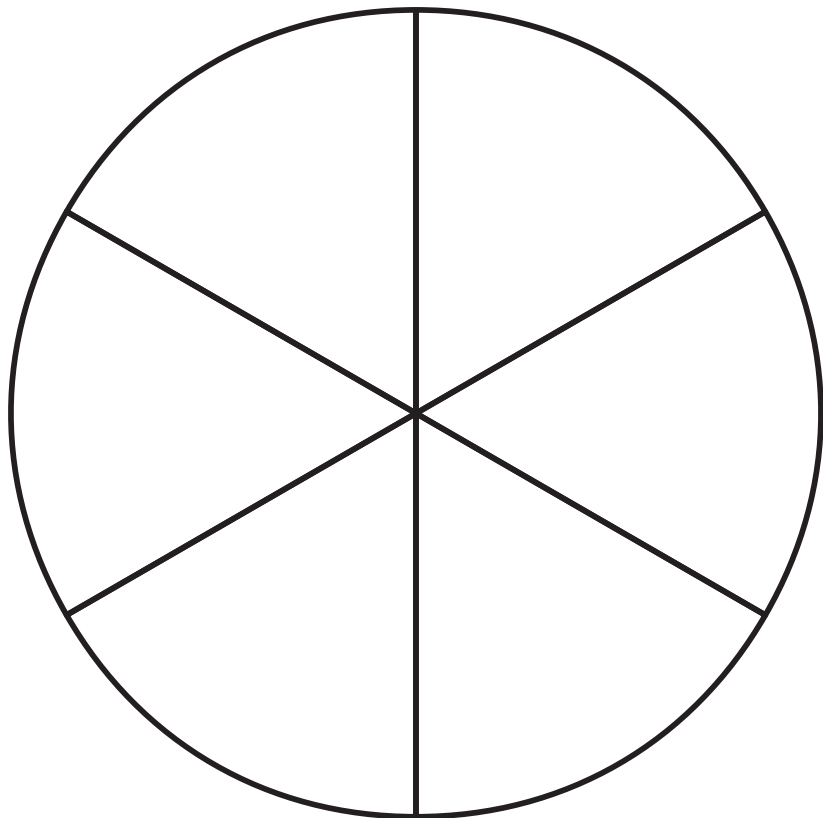
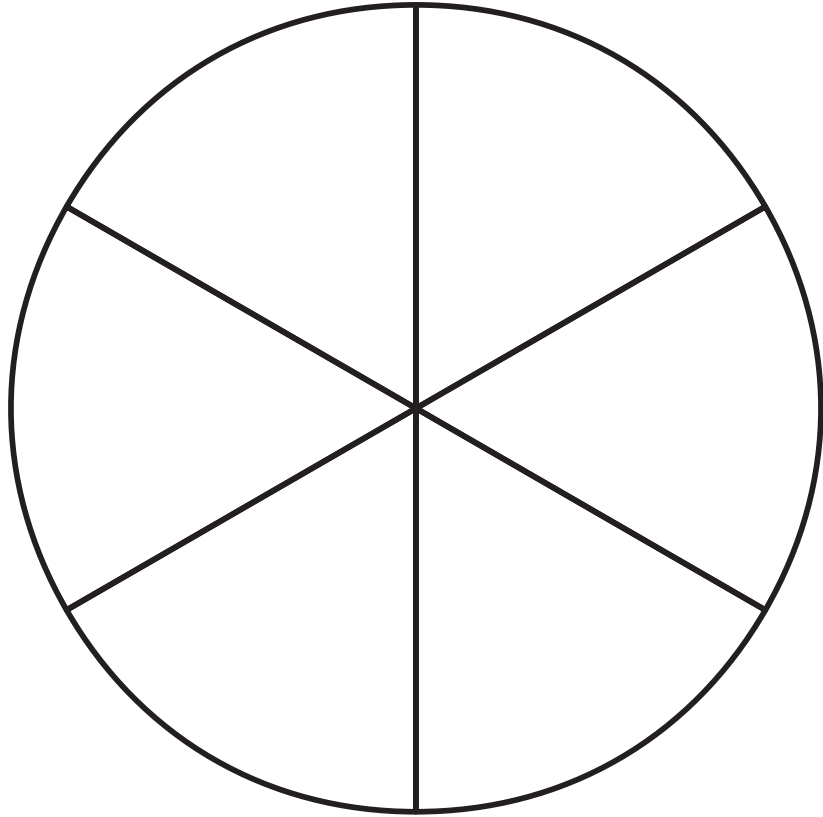
$$\frac{1}{8}$$

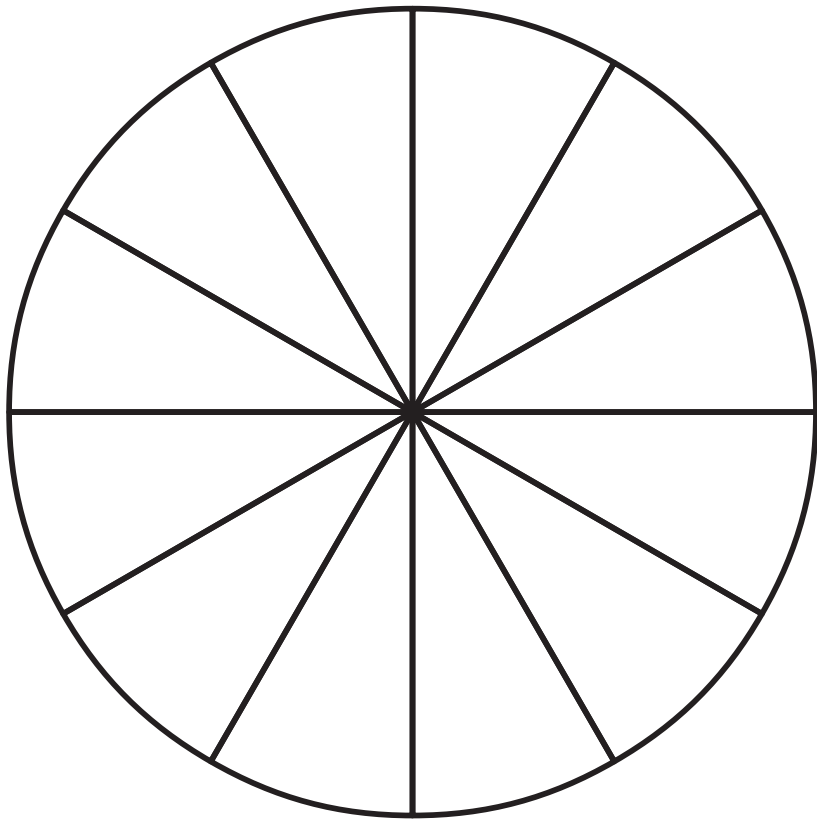
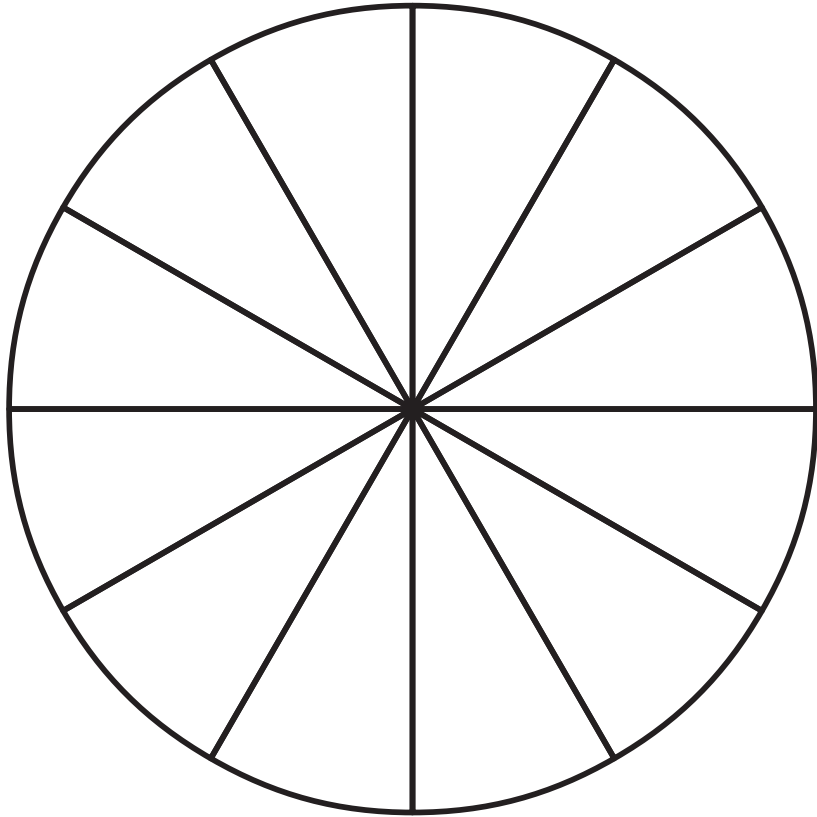
$$\frac{1}{12}$$

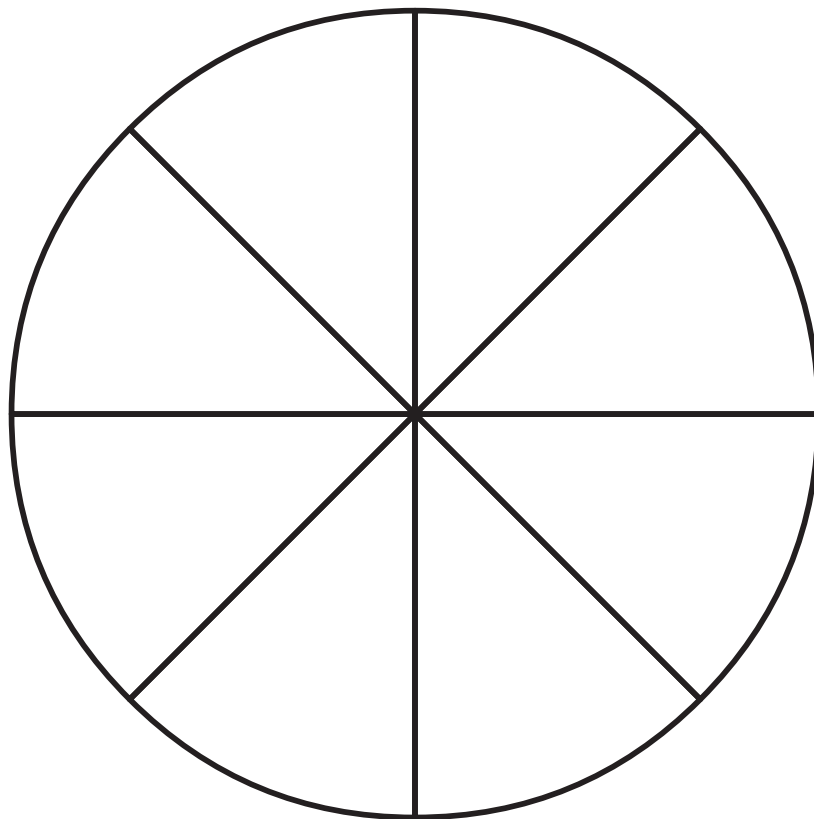
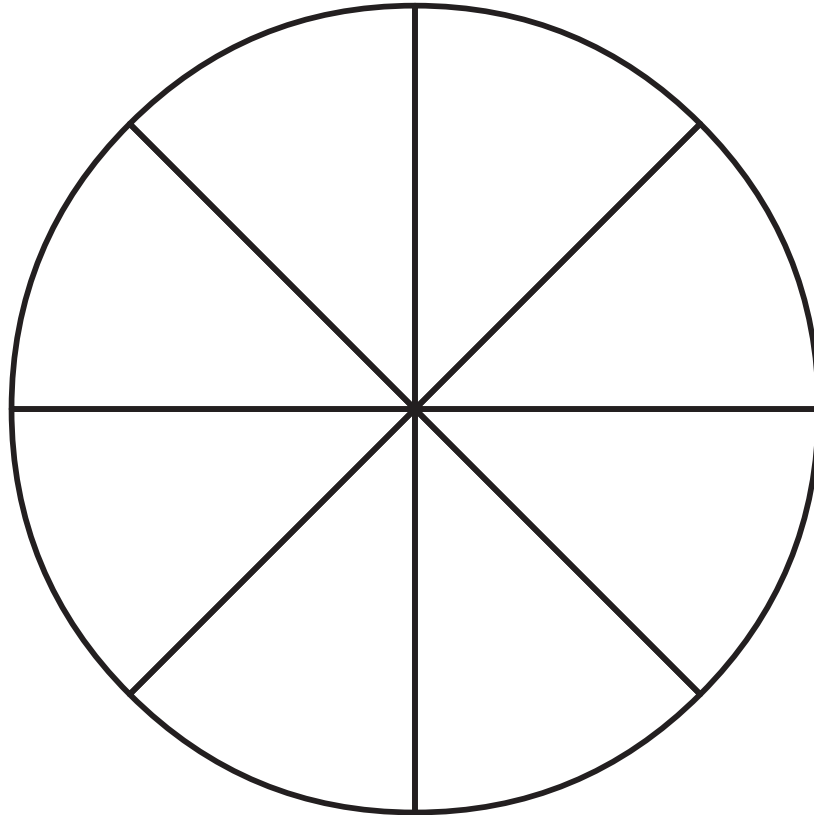














Rockingham Remainders

Building Fluency: division with remainders

Materials: a die, a game marker and score sheet per player

Number of Players: 2-4

Directions:

1. The first player rolls the cube, then chooses a number to cover.
2. They then divide the covered number by the number rolled.
3. The remainder is his or her score.
4. The winner is the first player to score at least 20 points.

Variation/Extension: Students write context for their equations and explain the meaning of the remainder.

Example: Jim had 52 pieces of gum to share among he and his four finds? How many pieces of gum did they each get? The remainder of 2 represents the 2 pieces of gum left over after 52 pieces were shared equally among 5 people.



12	21	30	38
14	22	32	39
15	24	33	40
16	25	34	41
18	26	35	42
20	28	36	43
23	29	37	44

Valuable Digits!!

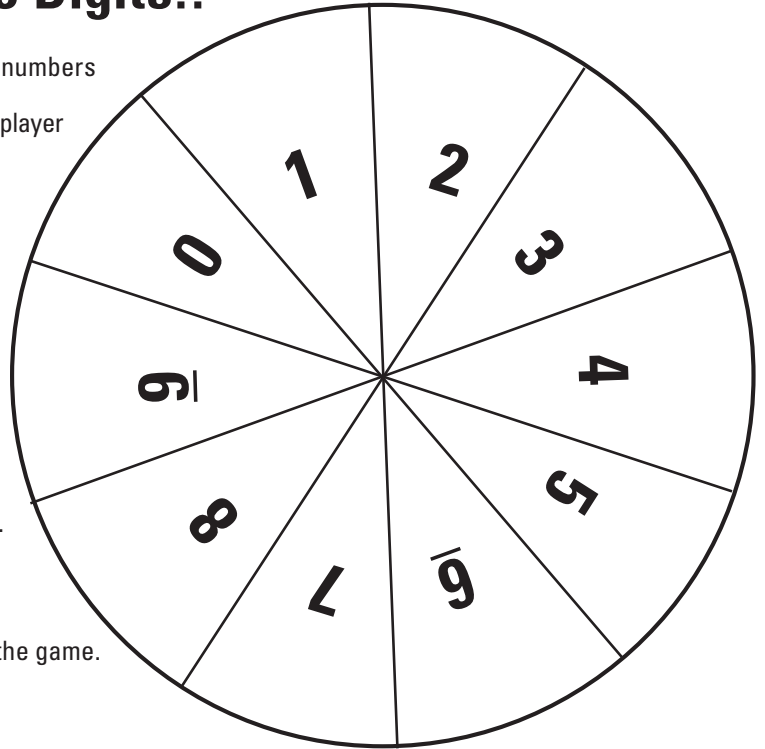
Building Fluency: review of place value and add multi-digit whole numbers

Materials: spinner with paperclip and pencil, paper, game marker per player

Number of Players: 2-4

Directions:

1. Each player puts a marker on any number on the board.
This is the starting space.
2. Player 1 spins the spinner.
3. They can move one space in any direction (vertically, horizontally, or diagonally) but they must move to a space that contains the number shown by the spin.
Example: If a player spins a "7" and the player's marker is on 5976, the player can move to 7890. The score for that spin would be 7000 since the "7" is in the thousand's place.
4. If a player cannot move after their spin, the player should record 0 score for that spin.
5. Players take turns until each player has five spins.
6. Players' total scores, the player with the highest score wins the game.



Variation/Extension: Player with the lowest score wins.

3861	7590	3546	2968	5371
7846	4289	1789	4709	6530
1527	6849	4285	3691	1824
3784	2968	1043	5976	4765
4095	3289	6453	7890	1289
5862	3724	5914	2639	6540

PLAYER 1

SPIN 1	
SPIN 2	
SPIN 3	
SPIN 4	
SPIN 5	
TOTAL	

PLAYER 2

SPIN 1	
SPIN 2	
SPIN 3	
SPIN 4	
SPIN 5	
TOTAL	

PLAYER 3

SPIN 1	
SPIN 2	
SPIN 3	
SPIN 4	
SPIN 5	
TOTAL	

PLAYER 4

SPIN 1	
SPIN 2	
SPIN 3	
SPIN 4	
SPIN 5	
TOTAL	

