

# Math from Home

May 25-29



## Get out of my House 2.0!

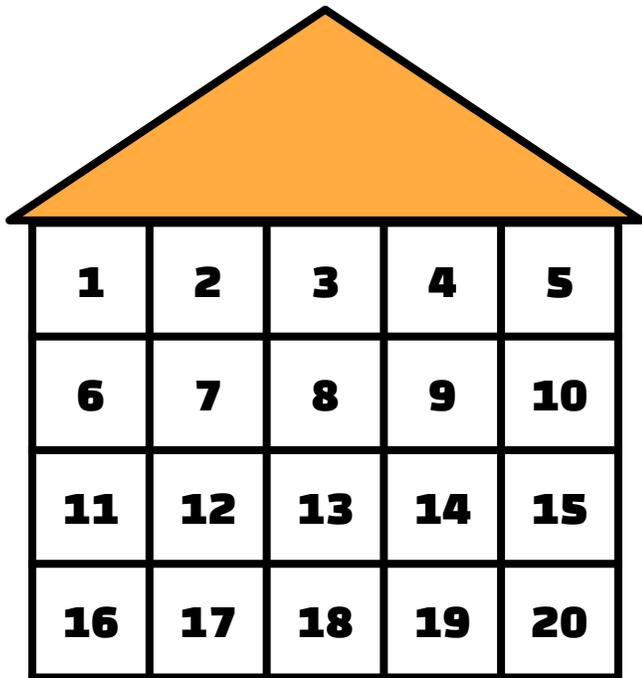
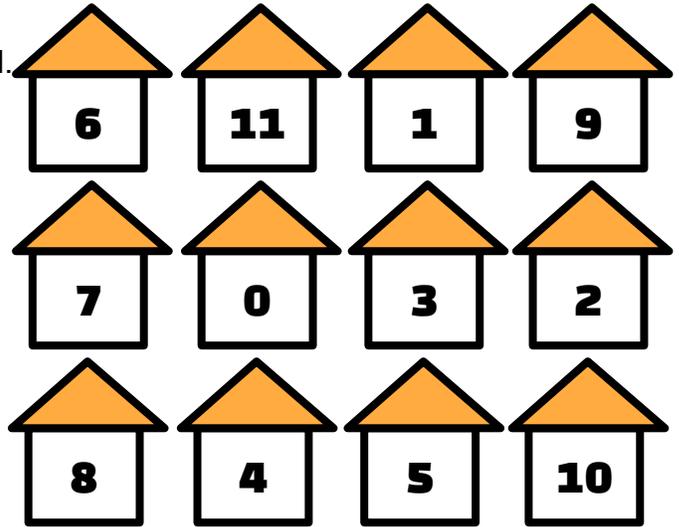
**Materials:** Deck of cards with face cards removed. Playing board drawn similar to the image to the right. 7 tokens for each player (can be lego pieces, beads, buttons, etc.)

**Getting Started:** Each player draws a card and decides if they would like to play a token on the number which is one higher or one lower than the card drawn.

If another player is in the space player 1 would say "get out of my house" and replace player 2's token with their own token.

The first to place all tokens on the board is the winner.

Video example: <https://youtu.be/1RgxMM-aexo>



## Get out of my house!

**Materials:** Playing board drawn similar to the image to the left. 7 tokens for each player (can be lego pieces, beads, buttons, etc.)

**Getting started:** Player 1 draws two cards. Player 1 can find the sum or difference of the two cards. Once they have determined the sum/difference they place their token on the corresponding number on the board.

If player 2 has a token on the space player 1 would say "get out of my house" and replace player 2's token with their own.

First player to place all of their tokens on the board wins!

\*EXTENSION: Rather than adding/subtracting a board can be developed for multiplication/division.

Video Example: <https://youtu.be/QQdiRTHWhwl>

Suggested prompts for discussion:

"What's the other number you can make?" (When kids start playing, they may only focus on what they can make by adding the two cards and fail to consider the subtraction option.)

"Explain to me how you got \_\_?"

"Do you think it is better to add or subtract the two numbers? Why?"

"Is it a good idea to place lots of tokens on the one square? Why/why not?"

"What would you do differently next time you played?"

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## Multiplication Zone

**Materials:** deck of cards; A=11, J=12, Q=13, K=14; scratch paper

**Getting Started:** Each player is dealt 10 cards. A card from the remaining stack is flipped face up. Its value is multiplied by 10.

Players look at their pile of cards and try to find a pair of cards whose product is in that "decade". ex) if the card is a 6, the decade is 60, so players try multiply a product from 60-69.



Any player who can make a pair removes those cards from his or her hand. Flip over the next card from the stack and determine the next zone.

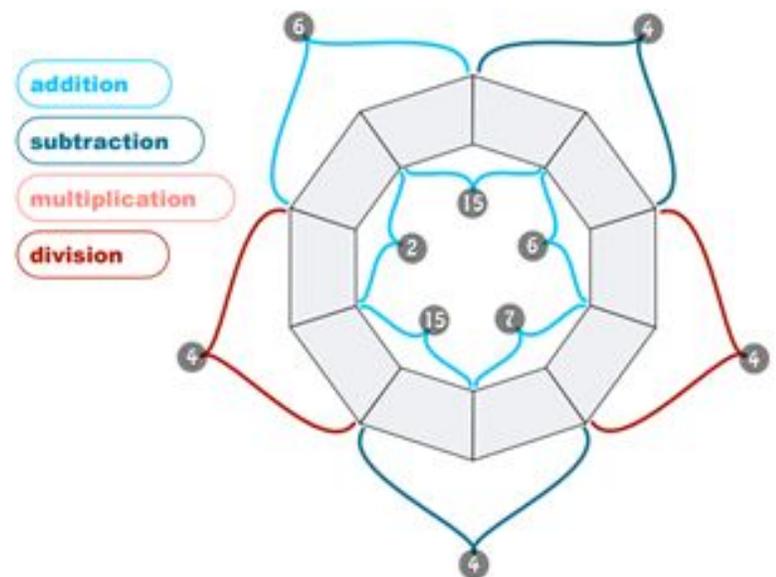
**Goal:** Be the first player to use all 10 of your cards.

## Pollinator Puzzle

**Materials:** pollinator puzzle diagram, pencil

**Getting Started:** Arrange the digits 0-9 around the puzzle, following the rules of the coloured code. For example, the light blue brackets in the top left mean the numbers in those two spaces must add to 6, the number in grey.

**Goal:** Pollinate the puzzle!



### Math Coach Message:

The messages we send to our kids about math matter! If students hear "I never liked math, and I wasn't very good at it"--there is a good chance they won't either. If they hear "Math is fun, interesting, and important! We can ALL be good at math!"--there is a good chance they will be successful in math. What kind of messages do you want your kids to hear?