

# Math from Home

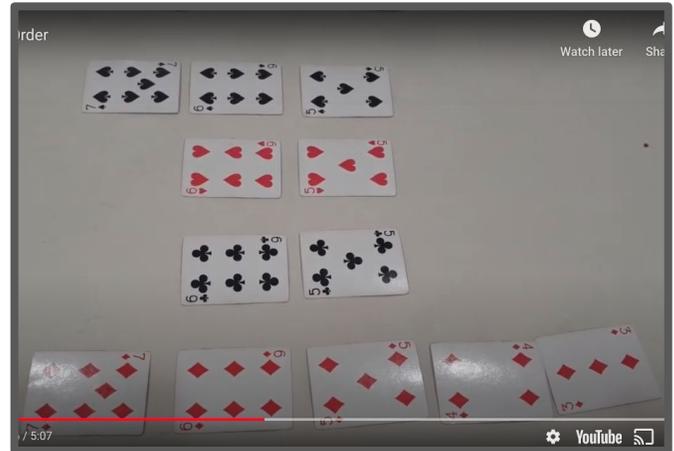
June 1-5



## Order, Order

**Materials:** Deck of cards with face cards removed. \*Optional to keep the Queens to represent zero.

**Getting Started:** Take out the 6 cards and lay them out in a line between the two players. The remaining cards are divided between the players. Players take turns placing a card that is one more or one less than the cards in the line matching the suit as well. The first to get rid of all of their cards is the winner.  
Video example: <https://youtu.be/1SEHow-V1tk>



	<b>X5</b>		<b>X10</b>
<b>10</b>	<b>0</b>	<b>40</b>	<b>30</b>
<b>20</b>	<b>35</b>	<b>90</b>	<b>60</b>
<b>25</b>	<b>0</b>	<b>20</b>	<b>45</b>
<b>50</b>	<b>80</b>	<b>30</b>	<b>40</b>
<b>15</b>	<b>10</b>	<b>70</b>	<b>5</b>

## 3 in a Row

**Materials:** Playing board drawn similar to the image to the Left. several tokens for each player (can be lego pieces, beads, buttons, etc.), deck of cards with 10s, Js & Ks removed

### Getting started:

Player 1 draws a card and decides if he would like to multiply the number by 5 or 10. Player 1 then puts one token on the quotient of his choice. Player 2 repeats. The first player to have 3 tokens in a row is the winner.

If there is not a possible spot to place your token your turn is over.

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



Variations: Create a board with x2 and x4 with the facts x 0-9. What ever 2 facts you would like to focus on.

Good questions you can ask while playing Order, Order:

- "Can you read that number?"
- "Why did you choose to place that card next?"
- "What card would go before/after the \_\_?"

Good questions you can ask while playing 3 in a Row:

- "Why did you choose to make \_\_ instead of \_\_?"
- "Explain to me how you got \_\_?"
- "What would you do differently the next time you played?"

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## Squeeze

**Materials:** 5-7 6-sided dice depending on the number of digits you'd like to work with (or a deck of cards A-9 and K where K=0, A=1), pencil, paper split into 5 columns



**Getting Started:** Players take turns rolling all the dice. The first player rolls and makes the smallest number possible, and records this at the bottom of the first column. Player two rolls all the dice and makes the largest number possible, and records this at the TOP of the same column. Player 1 rolls again, but must use the numbers rolled to create a number that fits INSIDE the two numbers written in the column. This new number has to be written directly below the top number in the column, or directly above the bottom number in the column. Play continues back and forth until a player rolls a number that does not fit in-between the numbers written in the column. Continue for 5 rounds.

\*Check out this link to see the game in action!

<https://www.youtube.com/watch?v=f53M4wyNbuc&t=273s>

**Goal:** Be the first player to squeeze out your partner!

## Fraction Action: less than 1, equal to 1, or greater than 1

**Materials:** at least 2 6-sided dice or deck of cards A-9

**Getting Started:** Roll the two dice, or flip two cards. Use the number to create a fraction with a numerator and denominator. Record as a fraction. Repeat this 6 times, so you have a total of seven fractions.

Go through each fraction and decide--is this fraction less than one, equal to one, or greater than one?

**Points:** each fraction less than one-- (-1 point);

each fraction equal to one--1 point;

each fraction greater than one--2 points

**Goal:** Be the player with the highest score after 5 rounds.



### Math Coach Message:

Fractions is a word that often brings up negative emotions for many people. However, understanding that a fraction is a representation of equal parts of a whole can help alleviate these fears. Recognizing whether a fraction is less than, equal to, or greater than one whole is called benchmarking, and it helps to reason, estimate, and calculate with fractions. What fractions do you encounter in every day life?