

FactsWise Family Activities and Games

Goal 6 - 3s

Mult: 3×3 , 3×6 , 3×7 , 3×9

Div: $9 \div 3$, $18 \div 6$, $21 \div 7$, $27 \div 9$, $18 \div 3$, $21 \div 3$, $27 \div 3$

Multiplication Strategy

Number of players: 2 or more

Materials: A standard deck of playing cards, with the face cards and jokers removed
Pencil and paper

Directions:

1. Place one of the cards with the goal multiplier on it face up on the table. For instance, if playing Strategy for Goal 2, place one of the 5s face up on the table.
2. Deal 6 cards to each player.
3. Each player selects one of her/his cards and places it face down on the table. After all players have placed their cards, they turn them up and read their products in turn. For instance, if Player A selects a 7, she would say " $5 \times 7 = 35$ ". Then Player B, who selected a 4, would say " $5 \times 4 = 20$ ".
4. The player, or players, who have the highest product on each turn win a point, which can be recorded as a tally mark by their name on the scoring sheet.
5. The player who has the most points at the end of the game is the winner.

Goal Sorting

Number of players: 2

Materials: Make a set of Goal Sorting Cards (including numbers 1-10 and the products for the multiplication facts listed above: 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30)

Directions:

1. Place the cards 1 through 10 in order across the table, and the goal target underneath the 1 card, 5 times the target goal underneath the 5 card, and 10 times the goal target underneath the 10 card. (see example for $\times 8$ s - Goal 5).

1	2	3	4	5	6	7	8	9	10
8				40					80

2. Place the rest of the cards face down in a draw pile.
3. Take turns drawing a card from the draw pile.
4. Explain to your partner a strategy (besides counting) that explains the product (e.g., if for Goal 5 a student drew the 32 card, then he could tell his partner that $32 = 8 \times 4$ because 32 is 8 less than 8×5 (40)).
5. After explaining your strategy, place your card where it belongs (in this case, the 32 would go underneath the 4 card because $4 \times 8 = 32$).
6. Place a marker of your color under your card.
7. Take turns following this procedure. If there are an uneven number of product cards to be placed, every player gets the points for the last card played.
8. When all cards are correctly placed, add up the product cards with your color, and see who has the largest number of points. (e.g., if the blue player gets 16, 32, 36, and 54, his total score would be 138).

THREE IN A ROW with 3s

+ - \times \div

24	12	15
9	27	30
18	6	21

3

2	3	4	5	6	7	8	9	10
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Racing to 100

Number of players: 2 or more

Materials: Cards for the target division goal

Hundreds Chart (or Two Hundred Chart)

2 counters for each player (different colors for each player)

Directions:

1. Place the cards face down in a draw pile in the center of the table.
2. On each student's turn, the student draws a card from the draw pile.
3. The student states the problem and the quotient (e.g., " $30 \div 3 = 10$ ").
4. The student then moves her/his marker that number of squares on the Hundreds Chart (in the above example, that would be 10 spaces). The first marker can be used to remind a student of her/his starting point until the second marker is correctly placed.
5. The first player to reach 100 (or beyond) wins the game.

Division War

Number of players: 2 or more

Math Skills: Division facts fluency (any goal)

Materials: Division Goal Cards (for any goal) - should have at least 10 cards per player

Directions: Deal out all cards equally, face down. For each turn, each player turns over the top card of her or his deck, finds the quotient, and then announces the problem and the quotient (e.g., $15 \div 5 = 3$). The player with the largest quotient wins all of the cards from that turn from all the students. If there is a tie, a second round is played between those involved in the tie, and the winner of that second round wins all the cards from both rounds