

FACT FUN ACTIVITIES

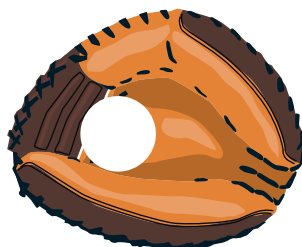
Use the following games and activities to review memorized facts. When playing the *Fact Fun* games, use only facts that the students have memorized. Refer to the lists of facts on the *Teacher's Toolkit CD*. Most of the activities are for a group or a class of students; several activities are designed for partners. Although some activities are written for a specific math operation, they may be adapted for another operation.

Materials

- Purchased or prepared flashcards (without an answer on the back)
- Purchased or prepared addition/subtraction fact family flashcards
- Multiplication/Division Fact Family Flashcards from the Teacher Manipulatives Packet
- Student-sized chalkboard, dry-erase board, or paper on which to write answers

Around the Room—Place several flashcards face down on each student's desk. Call on a student to choose a card from another student's desk. If the student gives the correct answer, he may sit at that desk. If he gives an incorrect answer, allow him to continue until he answers a fact correctly. The student who was sitting at the desk continues the activity by choosing a card from another student's desk. Continue the activity until each student has had the opportunity to answer a fact correctly.

Catcher's Challenge—Prepare an 8-inch catcher's mitt from poster board. Cut a 2-inch hole in the center of the mitt. Write the answers to the facts in random order for display. Show a flashcard. Direct a student to show the answer through the hole in the catcher's mitt.



Click!—Place a flashcard on each desk. Distribute paper to each student. Tell the students to exchange seats when they hear the camera “click.” Snap your fingers or clap your hands. Explain that when the students move to each desk, they are to write quickly on their papers the fact with the answer.

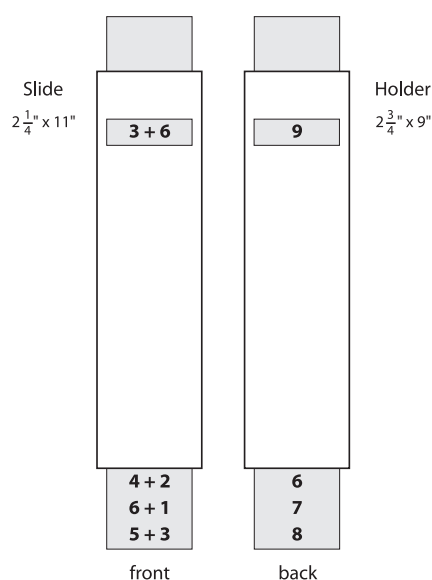
Echo—Tell the students to choose a partner. Distribute to each pair of students a set of flashcards. Direct the first student to display a flashcard and state the fact without the answer. Instruct the second student to whisper the fact as he writes on paper the fact with the answer.

Fact Baseball—Place 4 “bases” (chairs, erasers, or beanbags) on the floor to simulate a baseball diamond. Arrange the students into 2 teams. “Pitch” a fact to the first player of Team A by showing him a flashcard. If he answers correctly, he advances to first base. If his answer is incorrect, he is out. Continue to pitch to players of Team A until the team has 3 outs. Then Team B is up to bat. Continue for several innings. To shorten the innings you may let the

teams play until they receive 2 outs, or you may use 2 or 3 bases instead of 4.

Fact Finder—Prepare a Fact Finder slide for each student. Vary the facts given on each slide so that they may be exchanged or given according to a specific level of difficulty. Tape together two strips of poster board, each $2\frac{3}{4}'' \times 9''$, as shown. Cut a window through both strips. Cut another strip of poster board $2\frac{1}{4}'' \times 11''$ so that it will slide between the pieces of the Fact Finder. Write the facts on one side of the slide and the answers on the reverse side, being careful to put each answer exactly behind the problem. Instruct the students to look at the fact in the window on one side, state the answer, and then check the answer by looking through the window on the other side.

This activity may be used for individual practice or as a partner activity.



Hall of Champions—Challenge the students to become champions by correctly answering four facts. Display a flashcard. Direct the students to write the answer on paper. Call on a student to state the fact with the answer. Tell the students to circle the number if the answer is correct. Continue the activity until there is at least one student with four correct answers circled. You may choose to recognize those students who have joined the Hall of Champions by listing their names for display.

Help!—Explain to the students that you will state a multiplication or addition fact with the answer and then ask them for the answer to the second related fact. Point out that knowing the first fact will help them to answer the second fact because the Commutative Property will be applied to the first fact to get the second fact. (The order of the addends or factors can be changed, and the sum or product remains the same.) For example, if $8 \times 2 = 16$, what is 2×8 ? **16** Continue the activity to review other facts.

Hide and Seek—Distribute several fact family flashcards to each pair of students. Direct Partner A to cover a number on a flashcard. Instruct Partner B to write a fact with the answer for the remaining numbers (e.g., 4-6-10, cover 6, write $10 - 4 = 6$). Direct the students to reverse the procedure and continue using all their flashcards.

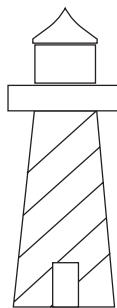
Hurry Home, Hiker—Draw several “signposts.” Write a number from 0–9 on the bottom of each signpost. If the students do not know the facts, you may choose to give each student an addition/subtraction fact family flashcard. Allow time for the students to review the facts quickly and quietly. Call on a volunteer to write an addition or subtraction fact from his fact family flashcard above the signpost which shows the correct answer. Explain that when a signpost needs to be used more than once, the student may add another sign to the top of the signpost and write his fact. Encourage speed as each “hiker” hurries to the chalkboard and writes a fact.

For multiplication or division, write a number from 0–12 on the bottom of each signpost with a multiplication sign to the left. Use multiplication/division fact family flashcards.

$3 + 3$	$7 \times 3 = 21$
$12 - 6$	$4 \times 3 = 12$
6	$\times 3$

Jack Rabbit Relay—Arrange the class into 2 teams. Place 2 piles of flashcards at opposite ends of the chalkboard. Direct each team to line up behind its pile of flashcards. Instruct the first student on each team to choose the top flashcard and write the fact with the answer on the chalkboard before tapping the next student in line. Explain that the next student is to check the previous answer and make any corrections necessary before choosing his flashcard. Continue the relay until all of the flashcards for each team have been chosen. The first team to finish with all the facts correct is the winner.

Lighthouse—Prepare a simple drawing of a lighthouse. Display in random order a path of 10 to 15 flashcards leading away from the lighthouse. Explain that the flashcards are steppingstones to show how far the “light” travels from the lighthouse. Call on individual students to state a fact with the answer as the class progresses along the path from the lighthouse. Challenge the students to see how far the “light” will shine.



Math Express—Review facts while lining up for lunch, recess, or restroom break. Call out a fact and then choose a student to give the answer orally. Instruct the student to join the other students in line on the “Math Express” after he gives a correct response.

Medals of Merit—Write 5 facts for display. Direct each student to write the fact and answer on paper. Lead the class in reading each fact with the answer. Recognize those students with five correct answers as *gold medal* winners.

Honor those students with four correct answers as *silver medal* winners and those with three correct answers as *bronze medal* winners.

Memory—Write the numbers 3, 6, 9, 12, 15, 18, 21, 24, and 27 vertically and in random order for display. Call on different students to divide each number by 3 and to state each fact orally. $3 \div 3 = 1$, $6 \div 3 = 2$, $9 \div 3 = 3$, $12 \div 3 = 4$, $15 \div 3 = 5$, $18 \div 3 = 6$, $21 \div 3 = 7$, $24 \div 3 = 8$, $27 \div 3 = 9$. Vary the numbers used to review memorized division facts.

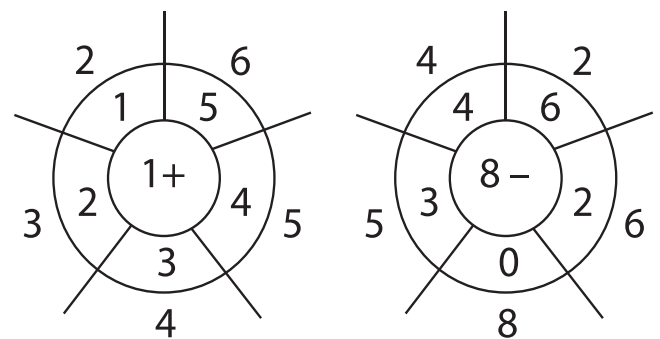
Review subtraction using a minuend of 18 or less and a single-digit subtrahend so there is a single-digit answer.

Review addition using only single-digit addends.

Multiplication Mania—This activity is designed to be used as a contest among groups within a class. However, you may choose to adapt the contest for individual motivation by using goals and awards according to various levels of achievement.

Arrange the class into several teams. Prepare a worksheet for each student for each day of the contest using 10 multiplication facts. Distribute a worksheet to each student. Instruct the students to work independently. Award to the appropriate team 10 points for each correct answer given by a team member. Post the point values daily, according to teams. You may want to prepare a bulletin board which corresponds with the contest.

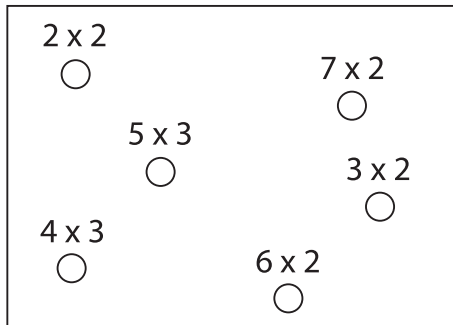
Number Wheel—Display a prepared Number Wheel or draw a Number Wheel for display. (The numbers on the wheel will vary according to the facts being reviewed.) Choose a student to add the number in the center to a number in an outer section and then write the answer in the outermost section. Continue the activity to complete each fact on the wheel.



When using a subtraction Number Wheel, the student subtracts a number in the outer section from the number in the center and writes the answer in the outermost section. Multiplication and division facts can also be reviewed on a Number Wheel.

Vary the activity by having teams race to complete several Number Wheels at the same time. A student from each team writes an answer and returns to his team. A teammate may write an answer or change an incorrect answer. The team which correctly completes its Number Wheel first wins.

Pencil Poke—Prepare 3×5 cards with 6 facts written on each. Punch a hole below each fact. Write the answer for each fact on the back of the card beside the hole. Assign each student a partner. Direct Student A to hold up the card with the facts facing Student B and the answers facing Student A. Student A pokes his pencil through a hole, and Student B reads the fact and gives the answer. Student A tells him whether he is correct and then pokes his pencil through another hole. The students exchange places when all of the facts have been read.



Secret Number—Assign each student a partner. Direct each pair of students to stack a set of flashcards face-up on the desk in 3 or 4 piles. Explain that the first student whispers a number that is the answer for one of the flashcards showing on the desk. Instruct the second student to find the corresponding flashcard and to state the fact as he picks it up. If the student gives a correct fact, he keeps the card and then whispers a number for his partner.

Show It—Distribute a small dry-erase board to each student. Display a flashcard. Direct each student to write the answer and hold it up.

Switch—Display in the front of the room 10 fact flashcards. Assign each student a partner. Tell each student to write on his paper 3 facts without answers from the flashcards. Instruct them to exchange papers with their partners. Direct the partner to write the answer for each fact and return it. Direct each student to check his partner's answers. Lead the class in reading each fact with the answer.

Table Tennis Math—Number 2 sets of 10 table tennis balls with a number 0–9. Place each set of balls in a different box or bag. Direct a student to choose a ball from each box. Instruct the students to write the addition fact represented and the answer. Allow the first student who answers correctly to choose the 2 balls for the next fact.

This activity may also be used for subtraction. Instruct the student to write the subtraction fact giving the larger number first and then subtracting the smaller number.

Two sets of 13 table tennis balls numbered 0–12 may be used to practice the multiplication facts.

Tally Time—Assign each student a partner. Distribute to each pair of students several fact flashcards. Explain that the first student will answer the facts from the flashcards and make a tally on paper for each correct response. Instruct the second student to respond with a *yes* each time a correct answer is given. Continue the activity to allow the second student the opportunity to answer the facts.

Team Work—Arrange the class into 2 teams representing Wilbur and Orville Wright. Write *Wilbur* and *Orville* for display. Direct the students from the Wilbur team to stand when you point to the name *Wilbur* and to answer the facts in unison as you show several flashcards. Tell the students on the Orville team to stand when you point to the name *Orville* and to answer another set of several facts in unison. Continue alternating teams.

Tick-Tack Math—Draw a tick-tack-toe grid for display. Arrange the students into 2 teams: X and O. Display a fact flashcard. Call on a member of Team X to read aloud the fact and to give the answer. If he is correct, he may draw an X in a space for his team. Explain that no mark is made for incorrect answers. Repeat the procedure for Team O. Continue playing as students on each team take turns. The winning team is the first team to fill a row with Xs or Os.

To the Top—Assign each student a partner. Challenge each student to “climb” to the top of the mountain by giving the correct answer for each fact. Distribute several flashcards to each student. Direct each student to answer his facts aloud. Instruct his partner to listen to and check each response. You may extend the activity by directing the students to exchange flashcards with another pair of students.

Vary the activity by preparing a list of 5 to 10 facts for each student. Tell the students to read the facts from the bottom to the top, giving each answer, to “climb” the mountain.

Travel Tag—Distribute a flashcard to each student. Call on a volunteer to choose a flashcard from another student's desk. Explain that the volunteer may sit at that desk if he gives the correct answer for the fact on the flashcard. The student who was sitting at that desk continues the activity by choosing a flashcard from another student. Point out that if an incorrect response is given, the student must return to the empty desk. Explain that once a flashcard has been chosen, it is “frozen” and cannot be used again as the activity continues.