

Math All Around

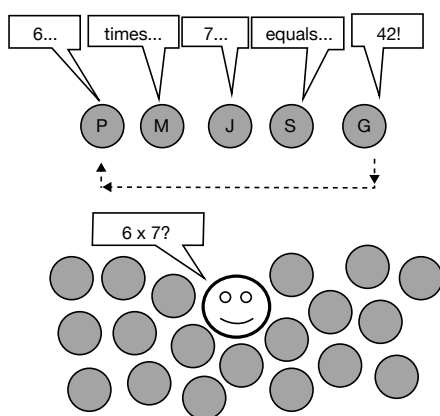
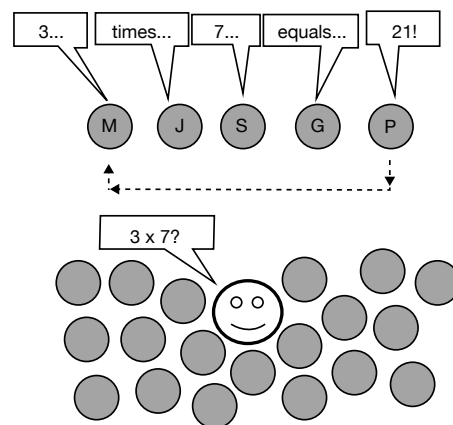
Time Required: 15 minutes

Grade Levels: 3 - 12

Math All Around practices mental math and recall of basic math facts while giving students the experience of speaking before their classmates. Like Vocabulary Master (described on pages 89 - 92), Math All Around is an effective strategy for giving students training in thinking flexibly and in working collaboratively with their classmates. It is a competitive activity that gets students out of their seats and moving. Math All Around can be an effective brain break in the math classroom.

To begin, the class is divided into heterogeneous teams of five. If possible, a stronger math student should be placed on each team. The number five is critical. If the class is not evenly divisible by five, let several students serve on more than one team, or let a few of the students left take turns being the activity's timer. We will work through the activity by modeling recall of basic multiplication facts and will add more sophisticated variations under *further adaptations*. For now, though, the goal of this particular version of Math All Around is to practice the quick recall of basic multiplication facts.

Begin by displaying on the board or screen those multiplication facts and answers that you know students have still *not* mastered, mingling in some easier facts, as well. The teams are given a short amount of time to review these facts before the activity begins and then **the facts are removed from view**. The first team to be called to the front of the room consists of Maggie, John, Sam, Grace and Peter. They are standing in a line in this order. The team will be asked to recall five multiplication facts that the teacher calls out. Let's suppose that the first fact given this team is " 3×7 ." The team will repeat this fact and give the answer, with each



member speaking one word at a time. In our example, then, Maggie would begin the group's effort by calling out "*three*"; John will say "*times*", Sam will add "*seven*", Grace will say "*equals*", and Peter will give the answer, "*twenty one*." As soon as Peter provides the answer, he runs down the team's line to take Maggie's position at the start. The teacher calls out the next fact, " 6×7 ", and Peter will begin speaking: "*six*." Grace is now in the position to give the answer when the problem is stated: "*forty-two*." Students continue moving their place in line