



Activity C.5a: Land Grab for Multiplication

Special Note: The next lesson is also a variation of this game using opposing teams to increase the difficulty of play.

Learning Objectives:

- 1) Develop fluency in multiplication.
- 2) Develop ability to work flexibly with numbers.
- 3) Develop reasoning skills.

Examples of Skills Accomplished:

- 1)  $7 \times 8 = 56$
- 2)  $3 \times 14 = 42$

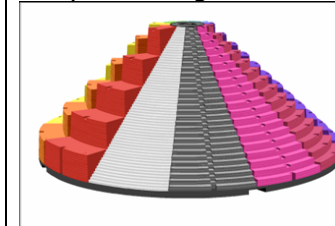
Setup:

- 1) Put staircases in counterclockwise sequence  $1x \rightarrow 12x$ .
- 2) Place an award or surprise in the treasure trove.
- 3) Use eleven foam cards, one for each staircase.
- 4) The rest of the setup is part of the game.

Maximum Number of Players for Small Group Activities: 6

Players Positions: Standing

Grey foam logs: In



Review:

- 1) "Put the multiples on Zillio" means placing the correct token in each notch of all staircases in use number side up.
- 2) "Put the multiples on Zillio blank side up" means after the multiples have been placed and checked, the tokens should be turned over blank side up in place.

Game Objective: Players try to capture land by knowing multiplication facts.

Hint:

- If desired, before you begin the hands-on activities, ask students to show you a filled out 2D worksheet. This minimizes the time spent in small groups, allows struggling students more time if needed, and provides an incentive for completing written worksheets.

<p>Activities:</p> <ol style="list-style-type: none"> <li>1) Assign students foam cards and staircases.</li> <li>2) Instruct them to put multiples on Zillio blank side up.</li> <li>3) Players do not need to take turns. You want players to work as quickly as possible.</li> <li>4) Allow them to point to any token and say the appropriate multiplication number sentence that explains the step's elevation. For example, for a token on the fifth step of the 3x staircase, labeled 15, the player should say "3 x 5 = 15"; however they <u>must have your attention and you must say "yes" before they are allowed to turn over the tokens to claim the step for the team.</u></li> <li>5) At the end of the play, or whenever you call time players count up all the steps with tokens number side up to determine their final score. If they have captured all possible steps (or some pre-determined number), they get to look at the surprise in the treasure trove.</li> </ol>	<p>You can set the stage by saying something like:</p> <p>"Thank you for all your hard work and generous donation of your time for getting my land records in order, but right now, I will reap all the reward because I own the entire mountain. Any step that has a token blank side up on it is mine. However, I am a little lonely and willing to share a small part of Zillio with those who are worthy of my company. Potential neighbors must play together as a team to try to claim some of my territory before time is up. You show your worthiness and capture territory by knowing the multiplication fact associated with each step. When you have successfully claimed territory, and I agree, you may turn the token over number side up to indicate that you now own the step.</p> <p>Hint:</p> <ul style="list-style-type: none"> <li>• Rotate Zillio occasionally so that each player has to work on a variety of staircases.</li> </ul>
<p>Observe and Assess:</p> <ol style="list-style-type: none"> <li>1) Which players on the teams are most fluent in multiplication and which are not.</li> <li>2) Which multiples are giving the teams the most trouble. Focus follow-up activities on those areas.</li> </ol>	

3) How well individual students compete for your attention. You may want to reassign groups if some students are overshadowed too much.

Group Discussion & Review of Findings:

1) N/A

Transition to Paper:

1) Assign the reproducible as either class work or homework.

1. Assign the 2D worksheet as either class work or homework.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**a)**  $4 \times 12 = 48$

**b)**  $11 \times 7 = 77$

**c)**  $8 \times 6 = 48$

**d)**  $4 \times 8 = 32$

**e)**  $7 \times 8 = 56$

**f)**  $6 \times 9 = 54$

**g)**  $8 \times 5 = 40$

**h)**  $7 \times 7 = 49$

