



### Activity C.5b: Land Grab for Multiplication with Opposing Teams

Special Note: Opposing teams change the dynamics of play; rather than picking the easiest tokens first, teams pick the hardest ones that they think they can defend against the other team. This can put some players "on the spot" so grouping is important.

#### Learning Objectives:

- 1) Develop fluency in multiplication.

#### Examples of Skills Accomplished:

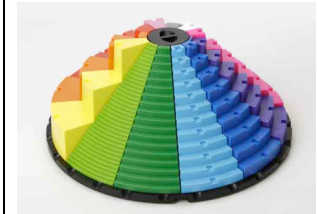
- 1)  $3 \times 12 = 36$
- 2)  $8 \times 4 = 32$

#### Setup:

- 1) Put staircases in counterclockwise sequence  $1x \rightarrow 12x$ .
- 2) Divide the students into 2 teams as evenly matched as possible.
- 3) Allow each team to pick one foam card and select any (random) 15 tokens from it. These tokens will be used blank side up and now represent \$100 bills.
- 4) The rest of the setup is part of the game.

Maximum Number of Players for Small Group Activities: 4-6

Players Positions: Standing



Game Objective: Each team has \$1,500 to buy parcels of land, but the opposing team will be able to capture the parcel if they know the multiplication fact associated with the step.

- 1) To buy 15 parcels of land, the teams need to take turns placing their uniquely colored tokens blank side up on steps they want to own. After each team has bought all their parcels, play begins.

- 2) Team A goes first and points to any parcel of land owned by Team B, and says the multiplication number sentence associated with that parcel.
  - i. If Team A is correct, Team A acquires Team B's parcel (captures the token and puts it in a pile in front of them on the desk top).
  - ii. If they were incorrect, Team B retains title and puts the parcel in its own pile.
- 3) Now it is Team B's turn to try to capture a parcel from Team A. Play continues until all parcels have been captured.
- 4) Scoring: You can tally the final value of land in either of two ways.
  - i. The teams count the number of parcels they own (represented by tokens), and multiplying that sum by \$100.
  - ii. The teams add up the face value of the captured tokens (indicated by the numbers on the randomly chosen tokens) and multiple that sum by \$100. The teams compare the calculated sums, and the one with the highest value wins.

Variation:

- 1) Adapt this game teach to show an example of how to use the distributed property. During the setup, have each team use 5 tokens of three different color to represent different purchase prices (\$500, \$200, \$100). A worksheet is provided below to help them organize their work.

Observe and Assess:

- 1) Which players on the teams are most fluent in multiplication and which are not.
- 2) Which multiples are giving the teams the most trouble.
- 3) How well individual students handle competition.

Group Discussion & Review of Findings:

1) N/A

Transition to Paper:

- 1) Assign the reproducible for either class work or homework.
- 2) Hand out 2D Times Table worksheet for students to complete.



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

**a)**  $3 \times 12 = 36$

**b)**  $11 \times 5 = 55$

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

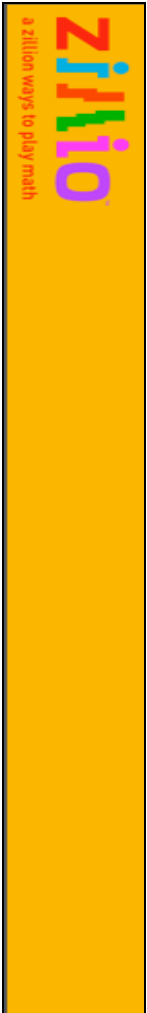
**d)**  $6 \times 4 = 24$

**e)**  $7 \times 5 = 35$

**f)**  $7 \times 4 = 28$

**g)**  $3 \times 9 = 27$

**h)**  $9 \times 4 = 36$



(Optional score sheet for variation in scoring)

Team Scoring Sheet		Team Name:		
	\$100 Tokens Team A color: _____ Team B color: _____	\$200 Tokens Team A color: _____ Team B color: _____	\$500 Tokens Team A color: _____ Team B color: _____	
<b>a)</b>				
<b>b)</b>				
<b>c)</b>				
<b>d)</b>				
<b>e)</b>				
<b>f)</b>				
<b>g)</b>				
<b>h)</b>				
<b>i)</b>				
<b>j)</b>				
Sum				
x \$ value	x 100	x 200	x 500	
Total =				