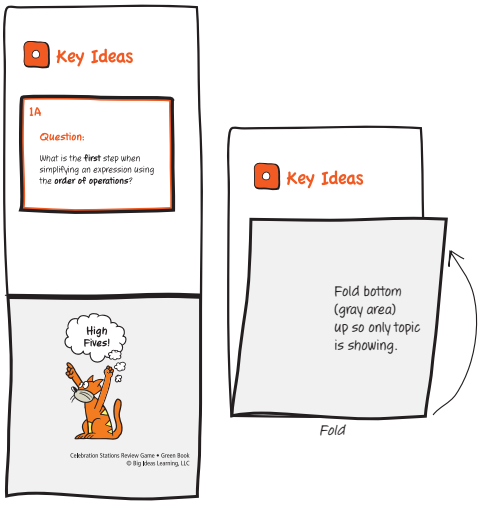
Big Ideas Math®

Game Closet

Celebration Stations

Materials:

- Student directions
- Number cubes
- Game cards
- Lined paper
- Score card



Directions:

Fold up the bottom of each game card so that only the topic is shown. By doing this, students must randomly choose a card. Then place the cards according to topic at stations around the room. The students will work in pairs to correctly solve as many problems as they can in 25 minutes. One partner will roll a number cube to determine which station to go to. At that station, they will choose a card. The partners will take turns getting the cards. Then the team will solve the problem on lined paper and record the answer on the score card. Finally, the students will do a celebration together. Please review the celebrations with the students before the beginning of the activity. This is meant to be a team building activity for the students, so you can let them be a little silly with this. When time is up, give the answer to each card. If students got the correct answer, they get 1 point.

Who Wins?

The team with the most points wins.

Objectives:

This is a back-to-school review game. Use it before you start the Green Book.

The student will

- write and simplify expressions using the order of operations.
- add, subtract, multiply, and divide integers, fractions and decimals.
- order numbers from least to greatest.
- use geometry to find the area and perimeter of figures.
- use geometry to identify the basic shapes in composite figures.
- interpret the information in a bar graph.
- plot ordered pairs in a coordinate plane.

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Celebrations:

- **High Fives** You will give your partner a high five!
- **High Tens** You will give your partner high tens!
- **The Wave** You and your partner will do three rounds of "the wave"!
- **Round of Applause** You and your partner will clap your hands in a circular motion.
- **Silent Cheer** You and your partner will wave your arms and pretend to cheer but not make any sound.
- **Wahoo** You and your partner will yell "Wahoo!"
- **Fist Bump** You will use a closed fist and bump the fist of your partner.
- **Yessss** You and your partner will whisper "Yesssssssss!"
- **Your Own Celebration** You and your partner will make up your own celebration to do as a team.

1A parentheses	2A 28	3A $\frac{5}{8}$
1B denominator	2B 20	3B $\frac{7}{12}$
1C greatest common factor	2C 932	3C $\frac{31}{6}$
1D Simplify 2^2.	2D 4498	3D $8\frac{2}{5}$
1E Move 5 units up.	2E 158	3E $\frac{19}{7}$
1F Simplify 4^2.	2F 51.25	3F $6\frac{4}{5}$
1G 30	2G 14	3G $\frac{7}{20}$
1H decimal point	2H 20	3H $\frac{7}{10}$

4A 9.91	5A 7 cm^2	6A 10,318 athletes
4B 11.12	5B 96 $in.^2$	6B 1704 male athletes
4C 2.26	5C 24 ft^2	6C (0, 5)
4D 3.495	5D 27 m^2	6D (3, 4)
4E thirty-two hundredths	5E triangle, square, semicircle	6E (2, 0)
4F 0.375	5F trapezoid, triangle, parallelogram	6F (4, 6)
4G 0.12, 1.02, 1.2	5G 84 m	6G square
4H 0.65, 1.04, 1.7	5H 19 in.	6H parallelogram

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Student Directions

Materials:

- Number cubes
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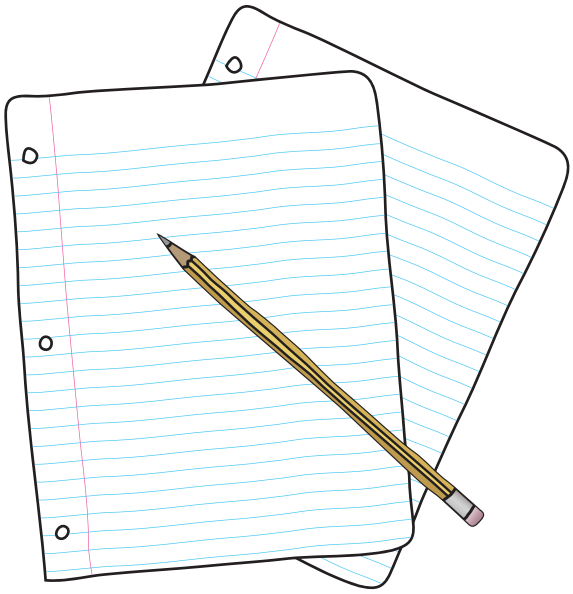

Directions:

Students play in pairs. You and your partner will solve as many problems as you can in 25 minutes. You will roll a number cube to determine which station to go to. At that station, you will choose a card. You and your partner will take turns getting the cards. Then you and your partner will solve the problem on lined paper and record your answer on the score card. Before you return the card, you will look at the bottom of the card to find out what celebration you and your partner will do.

Celebrations:

- **High Fives** You will give your partner a high five!
- **High Tens** You will give your partner high tens!
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- **Yessss** You and your partner will whisper "Yesssssssss!"
- **Your Own Celebration** You and your partner will make up your own celebration to do as a team.

Who Wins?

The team with the highest number of correct solutions wins!

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Celebration Stations Score Card

1A	
1B	
1C	
1D	
1E	
1F	
1G	
1H	

2A	
2B	
2C	
2D	
2E	
2F	
2G	
2H	

3A	
3B	
3C	
3D	
3E	
3F	
3G	
3H	

4A	
4B	
4C	
4D	
4E	
4F	
4G	
4H	

5A	
5B	
5C	
5D	
5E	
5F	
5G	
5H	

6A	
6B	
6C	
6D	
6E	
6F	
6G	
6H	

Total Correct:

Key Ideas

1A

Question:

What is the **first** step when simplifying an expression using the **order of operations**?

Key Ideas

1B

Question:

When adding and subtracting fractions, use a common _____.

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Key Ideas

1C

Question:

When simplifying a fraction, divide the numerator and the denominator by the GCF (_____ _____ _____).

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Key Ideas

1D

Question:

What is the first step when simplifying

$7 \cdot 2 - 6 \div 3 + 2^2$?

Key Ideas

1E

Question:

When plotting the ordered pair (4, 5), what does the 5 tell you to do?

Key Ideas

1F

Question:

What is the first step when simplifying

$36 \div 3 + 4^2$?

Key Ideas

1G

Question:

What is the LCD (least common denominator) of

$\frac{3}{10}$ and $\frac{7}{15}$?

Key Ideas

1H

Question:

When adding and subtracting decimals, align the numbers at their _____ _____.

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Integers

2A

Question:

Simplify the expression

$4^2 + 3(6 - 2)$.

Integers

2B

Question:

Simplify the expression

$(2 + 3)^2 - 10 \div 2$.

Integers

2C

Question:

Find 233×4.

Integers

2D

Question:

Find 173×26.

Integers

2E

Question:

Find $632 \div 4$.

Integers

2F

Question:

Find $410 \div 8$.

Integers

2G

Question:

Simplify $2 \cdot 3 + 4 \cdot 2$.

Integers

2H

Question:

Simplify $3 \cdot 2^2 + 4(8 - 6)$.

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Fractions

3A

Question:

Find $\frac{1}{4} + \frac{3}{8}$.

Fractions

3B

Question:

Find $\frac{3}{4} - \frac{1}{6}$.

Fractions

3C

Question:

Write $5\frac{1}{6}$ as an improper fraction.

Fractions

3D

Question:

Write $\frac{42}{5}$ as a mixed number.

Fractions

3E

Question:

Write $2\frac{5}{7}$ as an improper fraction.

Fractions

3F

Question:

Write $\frac{34}{5}$ as a mixed number.

Fractions

3G

Question:

Simplify $\frac{35}{100}$.

Fractions

3H

Question:

Find the sum of $\frac{3}{10}$ and $\frac{2}{5}$.

Decimals

4A

Question:

Find 2.03 + 7.88.

Decimals

4B

Question:

Find 6.8 + 4.32.

Decimals

4C

Question:

Find 3.31 − 1.05.

Decimals

4D

Question:

Find 4.5 − 1.005.

Decimals

4E

Question:

Write 0.32 in words.

Decimals

4F

Question:

Write *three-hundred seventy-five thousandths* as a decimal.

Decimals

4G

Question:

Order 1.2, 0.12, and 1.02 from least to greatest.

Decimals

4H

Question:

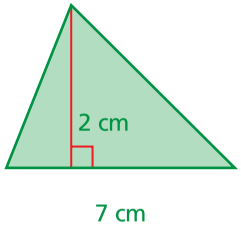
Order 0.65, 1.7, and 1.04 from least to greatest.

Geometry

5A

Question:

Find the area of the triangle.



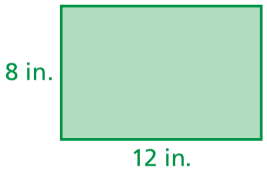
$A = bh \div 2$

Geometry

5B

Question:

Find the area of the rectangle.



$A = bh$

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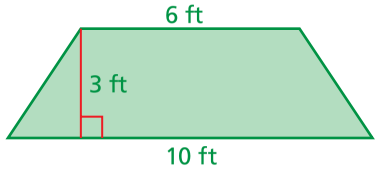
Geometry

5C

Question:

Find the area of the trapezoid.



$A = h(b + B) \div 2$

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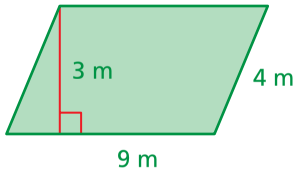
Geometry

5D

Question:

Find the area of the parallelogram.



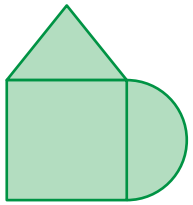
$A = bh$

Geometry

5E

Question:

Identify the basic shapes in the figure.



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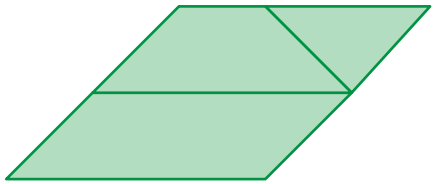
Geometry

5F

Question:

Identify the basic shapes in the figure.



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Geometry

5G

Question:

Find the perimeter of the square.

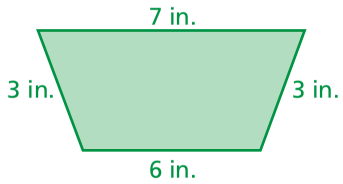
$P = 4s$

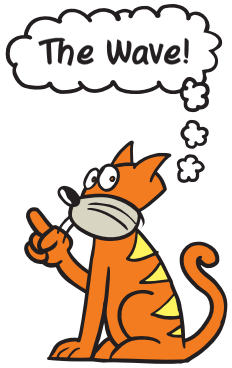
Geometry

5H

Question:

Find the perimeter of the trapezoid.





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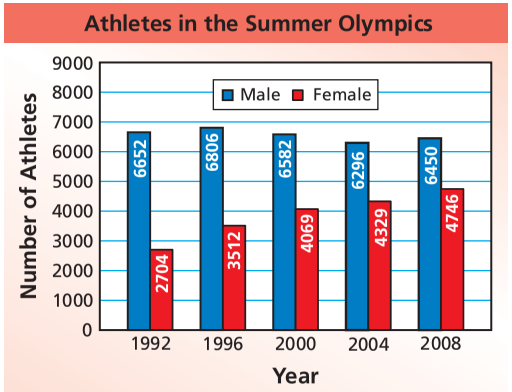
Graphs

6A

Question:

How many athletes participated in the 1996 Summer Olympics?

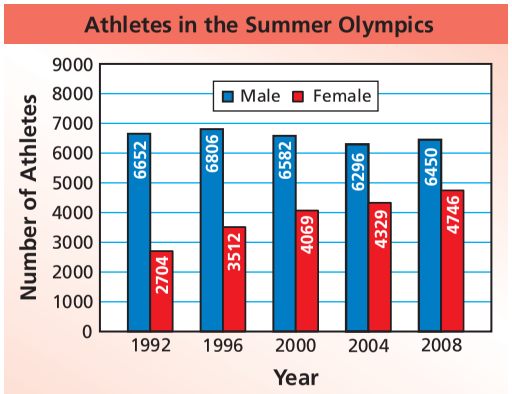


Graphs

6B

Question:

How many more male athletes than female athletes participated in the 2008 Summer Olympics?

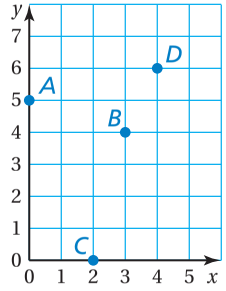


Graphs

6C

Question:

Write an ordered pair corresponding to Point A.

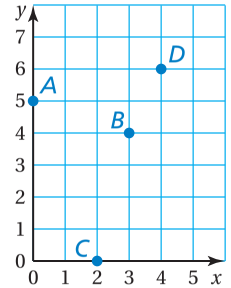


Graphs

6D

Question:

Write an ordered pair corresponding to Point *B*.

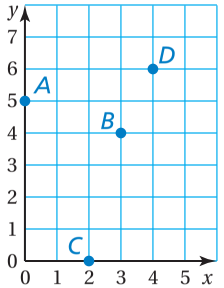


Graphs

6E

Question:

Write an ordered pair corresponding to Point *C*.

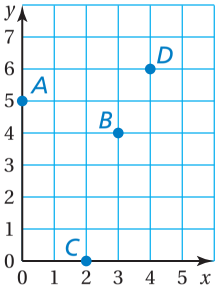


Graphs

6F

Question:

Write an ordered pair corresponding to Point *D*.



Graphs

6G

Question:

Plot the points (0, 0), (0, 4), (4, 4), and (4, 0) in a coordinate plane. The points represent the vertices of which figure?

Graphs

6H

Question:

Plot the points (0, 0), (2, 3), (5, 3), and (3, 0) in a coordinate plane. The points represent the vertices of which figure?