

Galaxy Math

Activity Guides

Activity Guide:

Flash Cards

Posters:	“When You See a Math Problem”
Folders:	Meet or Beat Your Score Rockets
Materials:	Timer, Flash Cards

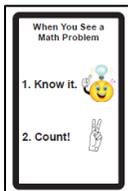
Meet or Beat Your Score 1

Before starting, select 10 cards from previous lessons at random and mix in with the set of Lesson-specific Flash Cards.

Now we’ll do some flash cards. (Show student the pile of cards.)

Each card has one math problem. These are like the math problems we’ve been learning. The problem will ask you to add or to subtract. I’ll show you one card at a time. Look at the problem, and tell me the answer as quickly as you can.

If you get the answer correct, I’ll put the card on the table and we’ll go to the next card. If the answer is wrong, I’ll say “count” and you’ll try the problem again by counting. Then I’ll put that card down and we’ll move to the next card.



Display “When You See a Math Problem” poster.

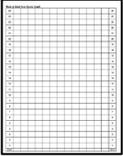
Let’s look at our poster. Whenever you see a math problem, there are two ways to get the answer. The first way is to know it. That means you just know the answer right off the bat. You pull the answer right out of your brain. You should know answers to problems that add 0 or 1. If you see 5 plus 0, you just know the answer right away. What’s the answer to 5 plus 0? (*Student.*) Right. 5 plus 0 is 5. If you see 3 plus 1, you just know that answer. What’s 3 plus 1? (*Student.*) Right. 3 plus 1 equals 4. You just pull the answer out of your brain.

If you don’t know the answer right off the bat, you can figure out the answer. You count. Remember, for adding, use your hand to count in. Open your hand to show the smaller number. Say the bigger number and count in the fingers you have showing. The answer is the last number you say.

To count up for subtracting, close your hand to hold the minus number. Say the minus number and use your fingers to count up to the other number. The answer is the number of fingers you used to count up.

You have only a short amount of time to answer as many flash cards as you can. (Show timer.) **Do you have any questions? Let's begin!** (Start timer for 1 minute. Do as many cards as 1 minute allows.)

Time's up! Let's see how many flash cards you got right today. Count all of the cards in the pile. (Student.) **Wow! You got X right. Good job!**



Display Meet or Beat Your Score graph.

We'll mark that score on our graph (point) **up to X** (point to the number representing how many cards student answered correctly), **to show that you got X cards correct on your first try.** (Student.)

Meet or Beat Your Score 2

You got X correct. Let's try to beat that score. We'll use this same stack of cards. I'll show you one card at a time. Look at the problem, and tell me the answer as quickly as you can. Remember, try to meet or beat X. You have the same amount of time. Go. (Start timer for 1 minute. Do as many cards as 1 minute allows. If student gives wrong answer say, "Count" and help student count in/up to get correct answer.)

After 1 minute: Good work! (count flash cards) This time you earned X points. Let's put a sticker on your graph to show your high score!

If student met or beat their score, award check mark.

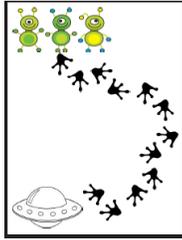
Flash Card Wrap Up/Sticker

- If student meets/beats score on the second try: Award a sticker. Award prize if appropriate.
- If student does not meet/beat score: remind student he/she will have another chance to meet or beat his/her score and earn a sticker tomorrow.

Record the 2 flash card scores on the attendance log.

Activity Guide: Games

Help the aliens get home!



Game pieces begin with the aliens.



Tutor and student take turns answering lesson-specific flash cards.



If the flash card is answered correctly, that person moves forward the number of spaces of the answer (ex: $2 + 2 = 4$; correct, move forward 4 spaces).



If the flash card is answered incorrectly, that person moves backward 1 space. (ex: $2 + 3 = 4$; incorrect, move back 1 space).

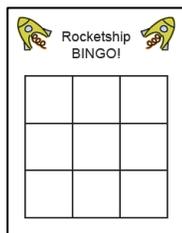


Tutor should make some mistakes so that the student catches the mistakes.



The first person to reach the UFO wins! (extra check mark for student)

BINGO!



Tutor shows the student lesson-specific flash card. Student finds the answer by either Knowing It or Counting.

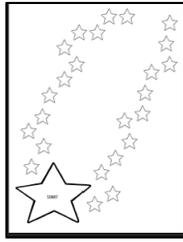


I'll show you a flash card with a math problem on it. You find the answer on your Bingo Board and cover it with a rocket ship!



If incorrect: **Let's look. This problem says "2 plus 1." What is 2 plus 1?**
(Student.) **That's right! 2 plus 1 equals 3, so I cover up 3 with a rocket ship.**
(Use number line, if necessary).

Star race!



Pieces begin in the “Start” star.



Tutor and student take turns answering lesson-specific flash cards.



If the flash card is answered correctly, that person moves forward the number of spaces of the answer on their star path. (ex: $2 + 2 = 4$; correct, move forward 4 spaces.)



If the flash card is answered incorrectly, that person moves backward 1 space on their star path. (ex: $2 + 3 = 4$; incorrect, move back 1 space.)



Tutor should make some mistakes so that the student catches the mistakes.



The first person to finish their star path wins! (extra check mark for student)