



MTSS Math Newsletter

October 2024

Math Fact Game – Older Students: Trios

Need: 10-sided die or deck of playing cards with face cards removed (ace=1), one 5x5 gameboard with a multiple of the facts that are being worked on (example: if you are practicing 4's, the gameboard would have 4, 8, 12, 16, 20, 24, 28, 32, 36, and 40 on it). 15 counters for each player

1. Take turns rolling the die, or choosing a card, multiplying the card by the target number.
2. The player covers the product from step one.
3. The object is to cover three spaces in a row.
4. The person who makes the most three in a row is the winner.

Game from Math Fact Fluency by Jennifer Bay-Williams and Gina Kling

Math Fact Game – Younger Students: Bears Race to Escape

Need: two number lines from 0 – 10 (or 0 – 20), die with sides labeled +0, -1, +1, -1, +2, -2, a counter for each person

1. Place the counters (“bear”) on 5 (or on ten if using 0 – 20 number line).
2. Take turns rolling the die and moving their bear down the number line the appropriate number of spaces. The student should say the expression (example: $5 + 2 = 7$).
3. The winner is the bear that escapes by reaching 0 or 10 (20).

Game from Math Fact Fluency by Jennifer Bay-Williams and Gina Kling

Productive Math Struggle

I completed a book study this summer on Productive Math Struggle by John J. SanGiovanni, Susie Katt, and Kevin J. Dykema. It was very informative. The most important fact that was emphasized was that every student needs to struggle some in order for real learning to happen. “Depriving some students of experiencing struggle robs them of valuable learning opportunities” (p. 3). If there is no struggle, then there is no real learning happening. If a student is struggling too much, then the struggle is not productive. If your child is struggling some with the math, help him/her work through it. He/she will gain many benefits that overflow to all areas of life by being allowed to struggle some. Page 11 says, “Students who struggle and overcome that struggle not only develop their own understanding of the math content but also develop new skills and strategies for overcoming new challenges inside and outside of math class.”

The struggle
is when real
learning happens.

Questions? Contact Carolyn Guy at Ida Elementary
School: 734-269-9003 extension 3029 or
guy@idaschools.org