


	FUN	Free Turn	Enjoyment	Cooperation	
Return Home	<h1>Mathematics</h1>  <h2>the FUNdamentals!</h2> <p>Presented by Dr. Karol L. Yeatts Warner Southern College</p>				Context
Competition					FUN
FUN					Lose Turn
Variety					
	Excitement	Motivation	Go Back 2 Spaces	Companionship	

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Return Home	<h2>Overview</h2> <ul style="list-style-type: none"> <li>Acquiring fundamental mathematical skills involves dedication and hard work and as such, it requires motivation. One way to help students sharpen their mathematics skills is by playing games. Games are both engaging and motivating and they provide multiple pathways for learning. This hands-on make-and-take session provides an opportunity for participants to experience the fun of creating their own mathematics games. Participants will also leave with a multiple of ideas for using and creating mathematics games that are designed to enhance a variety of fundamental mathematics skills in a <i>FUN</i> way.</li> </ul>				Context
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Return Home	<h2>Why Use Games to Teach?</h2> <ul style="list-style-type: none"> <li>Because kids just want to have <b>FUN!</b></li> <li>However, school systems just want to have higher test scores!</li> <li>So, what do you do?</li> <li>Just play a game!</li> </ul>				Context
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Return Home	<h2>What makes game play so effective?</h2> <ul style="list-style-type: none"> <li>Games create an optimal state of learning.</li> <li>While playing games students are relaxed and receptive and yet they exhibit intense concentration.</li> <li>Tell students that they are going to complete twenty mathematics problems in their books and their shoulders droop.</li> <li>Tell them that you are going to play a game and their eyes light up!</li> </ul>				Context
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Return Home	<h2>Why Use Games to Teach?</h2> <ul style="list-style-type: none"> <li>Games are a perfect vehicle for reinforcing skills, and they are a great way to enhance social skills, motor skills, attention span, and responsibility.</li> <li>Motivation and repetition are natural when children have a game they enjoy!</li> </ul>				Context
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Return Home	<h2>What makes game play so effective?</h2> <ul style="list-style-type: none"> <li>Mathematics games challenge the mind, widen the imagination, and spark the spirit while helping children follow directions, strategize engage in mathematical talk, and simply have fun.</li> <li>Making learning fun motivates students and helps them pay attention and stay focused on the subject.</li> </ul>				Context
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**What makes game play so effective?**

- Quick and specific feedback enables students to figure out the right way (or a right way, whatever works) to succeed.
- If you lose, start the game over and try again.
- Often, it's possible to recover within a game, and to use what you have learned to successfully complete a task.

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**What makes game play so effective?**

- Game play is social.
- When working in isolation, students are limited to their own way of thinking.
- When engaged in playing games, students are more likely to examine the strategies of classmates and try new approaches.

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**What makes game play so effective?**

- Games allow students an opportunity to test new ideas.
- Many games require students to use critical thinking skills.
- Games enhance student's cooperative learning skills: listening, speaking, identifying one's approach, considering the approaches of others, and working toward a common goal.

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**Introducing the Games**

- Before having children play the games on their own, it is important that you play them with the entire class or in small groups.
- Play the game using the overhead projector.
- Play the game on the chalkboard.
- Give each student a copy of the game and play it as a whole class.
- Teach a few students the game and have them teacher the other students.
- Model how to clean up and store pieces.

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**When Playing Games**

- Follow the Rules
- Use quiet voices
- Stay in your assigned area
- Handle the game materials with care
- Put all of the game materials away

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**When Playing Games**

- Observe academic and behavioral issues such as:
- Are the students actively engaged in mathematical thinking.
  - If a group is getting off task, try joining the group and playing along with them for a little while to help them get refocused.
- Are the students working cooperatively?
  - If not assign new groups based on behavior or ability level.
- Do the students appear to be unchallenged?
  - Try offering a variation to enrich the game.

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Competition	<ul style="list-style-type: none"> <li>• Have students create their own games using mathematics concepts you are covering in class.</li> <li>• Have student change or improve upon games.</li> <li>• Have students write the rules for playing a game.</li> </ul>				FUN
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Return Home	<b>Materials for Making Games</b>				Context
Competition	<ul style="list-style-type: none"> <li>• File folders</li> <li>• Index cards</li> <li>• Colorful markers</li> <li>• Spinners</li> <li>• Paper clips</li> <li>• Envelopes</li> <li>• Scissors</li> <li>• Glue/tape</li> <li>• Construction paper</li> <li>• Plastic baggies</li> </ul>				FUN
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Competition	<ul style="list-style-type: none"> <li>• Limit games to one concept of skill.</li> <li>• Keep games simple.</li> <li>• Use old workbooks, school supply catalogs, and recycled materials to construct games. (You might want to get parent volunteers to help you make them.)</li> <li>• Make games colorful and attractive.</li> <li>• Laminate games for a "longer life."</li> <li>• Construct self-contained games for easy clean-up.</li> <li>• Store pieces in zip baggies, clasp envelopes, or plastic tubs.</li> <li>• Try to create games that are self-checking for immediate feedback.</li> <li>• Make games where all children are winners.</li> </ul>				FUN
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Competition	<ul style="list-style-type: none"> <li>• Communication is an integral part of the learning process.</li> <li>• Provide opportunities for students to share their strategies for playing the games either verbally or in written form.</li> <li>• Have students write reflections about their experiences in their mathematics journals.             <ul style="list-style-type: none"> <li>– Write about one thing you learned today while playing the game.</li> <li>– What is your favorite mathematics game? Give three reasons telling why it is your favorite game.</li> <li>– If someone needed practice <u>(adding)</u> what game would you tell them to play? Give two reasons why you would have them play this game.</li> </ul> </li> </ul>				FUN
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Return Home	<b>Sharing Games</b>				Context
Competition	<ul style="list-style-type: none"> <li>• Use games in learning centers, with small groups, or when you have a few extra minutes in your day.</li> <li>• Let children check out games to take home and play with their parents or siblings.</li> <li>• Assign games as homework when skills need reinforcement.</li> <li>• Plan a mathematics game day and invite parents and other students to play the original student made games.</li> </ul>				FUN
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Competition	<ul style="list-style-type: none"> <li>Egan, Lorraine Hopping, <i>Number Cube Games: Grades 3-6</i>. Scholastic Professional Books: New York, NY, 1998.</li> <li>Jacobson, Jennifer (2003). <i>Great Games for the Overhead Math Grades 1-3</i>. Scholastic Professional Books. New York, NY.</li> <li>Lewis, Ann and Neugebauer (1997). <i>Playing Math Games: Number Practice for Home and School K-2</i>. Teaching Resource Center</li> <li>Miller, Marcia K., <i>Quick-and-Easy Learning Games Math: Grades 1-3</i>. Scholastic Professional Books: New York, NY, 1996.</li> <li>Yeatts, Karol L., <i>Mega-Fun Card-Game Math: Grades 1-3</i>. Scholastic Professional Books: New York, NY, 2000 (1-800-724-6527)</li> <li>Yeatts, Karol L., <i>More Mega-Fun Card-Game Math: Grades 3-5</i>. Scholastic Professional Books: New York, NY, 2004.</li> </ul>				Fun
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