

DIVISION HEADBANDS

Purpose: Students will generate multiplication problems based on a given product.

Suggested Grade Level: 4-5

Math SOL: Computation and Estimation 3.5, 4.4, 5.4

Equipment/Materials Needed:

1. Index cards

Advanced Preparation:

1. Write out 30 products to mathematical equations of basic facts on individual index cards

Directions:

1. Ask students if they have ever played the game “Hedbandz”. This is where you have a card that you cannot see on your forehead and someone gives you clues as to what your card has on it.
2. Tell students that they will be playing a similar game.
3. Explain to students that each one of them will get an index card with a product on the card. They are not to look at it, but place it on their forehead so other can see it but they cannot.
4. Explain to students that once they all have an index cards on their forehead they are to find a partner
5. Tell students that once they find a partner they are to give them a multiplication fact that will tell their partner what number they have on their head. For example... if their partner has the number 24 on their card, they could tell the person they have 4x6 or they could tell them 8x3.
6. After partner number one guesses his/her number, the other partner tries to guess theirs based on the multiplication fact given.
7. When both partners have gone, they will then take their cards and place them on the bottom of the pile of index cards and grab a new index card and immediately place it on their forehead.
8. Explain to students that they must find a new partner each time they exchange for a new index card.
9. Demonstrate one round and then have students play.
10. Play until you are satisfied.

Teaching Suggestions:

1. Use index cards that are thick enough that students can't read through them.
2. After students pick up a card, have them go to the other side of the room to find a partner. Otherwise, there is a traffic jam at the table with the index cards on them.
3. Remind students to give multiplication facts and not addition facts. 32 is 8x4 not 30 + 2.
4. Remind students that the card might be upside down when they first place it on their head, but someone will quickly tell them that it is upside down.

Modifications/Variations:

1. Try to reverse the game by having multiplication problems on the index cards and the kids have to guess their problem by their partner giving them the product. With this version there is more than one answer to many of the products, so the student might need to continue to guess until they chose the correct problem.

Page 1 of 1

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