

Area/Skill - Mathematics	Cognitive Skill Level - Knowledge	Correlation to Framework - 05.01	Lesson Number - 31
<p>Activity Title - I Have - Who Has?</p> <p>Goal/Objective</p> <p>To assess a student's ability to perform the four basic math operations: addition, subtraction, multiplication, and division.</p> <p>Lesson Outline Introduction</p> <p>Students need basic skills in numeration before they can develop higher-order thinking skills in mathematical areas.</p> <p>Activity</p> <p>Prepare index cards prior to the beginning of the activity. One card must show "Begin" and the rest of the cards must follow using equations that include the one or more of the basic functions (+, -, x, ÷). Make sure that each of the cards connects to another card. For example, a student reads his/her card by saying - "I have 25. Who has 25 + 34?" The student who has the correct answer on his/her card, 59, will respond with "I have 59, who has 59 ÷ 3?" This continues until the originator has again responded. The answers and equations should be developed by the instructor based on the level of skills that students possess.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students create their own "I Have - Who Has?" game through the creation of the appropriate number of answers and equations for the class.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • 3x5 index cards • Markers 	
<p>Real-Life Connection</p> <p>In real-life, people often need to determine the answer to an equation. A common example is making change. If a customer provides a clerk with a specific amount of money and the sales are less than that amount, the clerk is actually computing change based on a simple mathematical equation.</p>		<p>Extension Activity</p> <p>Have students create their own "I Have - Who Has?" game for fraction, decimal, and percent problems.</p> <p>ESE/ESOL Accommodations</p> <p>Allow students to use calculators.</p> <p>Begin the activity using lower level numeration problems.</p> <p>Provide students with different mathematical tables to use, i.e. multiplication tables, division tables, etc.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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Introduction

Say: Today we are going to play a math game. The entire class will need to participate. We will be reviewing the four basic math operations: addition, subtraction, multiplication, and division.

Main Activity

Say: Each of you will be given one index card. These cards have an answer on one side and an equation on the other. One of the cards will have the word "Begin" on it. If you get this card, you will begin the game by reading the equation on the card. Whoever has the answer to the equation that was read will respond with the answer and then ask the question on the back of his/her card. Please do not call out the answer to the question unless it appears on your card.

Have students play the game until the originator has responded again. The game is then over.

Debriefing/Evaluation Activity

Ask: What other types of skills could we practice using this type of game?

Students should respond with answers such as: fractions, decimals, percents, etc. Discuss how games are good ways to practice basic skills. Have students create their own "I Have - Who Has?" game using the basic operations.

Follow-up Lessons/Activities

Have students create a "I Have - Who Has?" game for such functions as fractions, decimals, percents, algebraic equations, etc.