

# World Series of Fact Practice

Use with Math by Myself, Math with Someone.

<b>Concept</b>	Build fluency and automaticity of basic facts.
<b>Materials Needed</b>	<p>Each pair of students will need the following:</p> <ul style="list-style-type: none"> <li>• One deck of playing cards (ace = 1, jack = 10, queen = 11, king = 12)</li> <li>• <i>World Series of Fact Practice</i> recording sheet</li> <li>• Pencil</li> </ul>
<b>Directions</b>	<p>Students will work in pairs to complete this activity.</p> <ul style="list-style-type: none"> <li>- Partners decide who will be Player 1 and who will be Player 2. They record their names in the appropriate spaces on the scoreboard.</li> <li>- Player 1 shuffles and deals all of the cards, facedown, to Player 1 and Player 2. Players do <b>not</b> look at their cards.</li> </ul> <p><b>The goal of this activity is for each player to add the values on the two cards and say the sum before his or her opponent.</b></p> <ol style="list-style-type: none"> <li>1. <b>Player 1 is “up to bat” first.</b> Player 1 and Player 2 turn over the top card on their respective deck at the <i>same time</i>.       <ol style="list-style-type: none"> <li>a) If Player 1 says the sum of the two cards first, he or she records a point (using tally marks) inside the <i>Inning 1</i> box on the recording sheet.</li> <li>b) If Player 2 says the sum of the two cards first, he or she records an <b>OUT</b> (tally mark) under <i>Inning 1</i> for Player 1.</li> <li>c) Partners continue to play as noted above. Player 1 remains at bat until three outs (Player 2 says the sum before Player 1) have been recorded.</li> </ol> </li> <li>2. <b>Player 2 is up to bat next.</b> Player 1 and Player 2 turn over the top card on their respective deck at the <i>same time</i>.       <ol style="list-style-type: none"> <li>a) If Player 2 says the sum of the two cards first, he or she records a point (using tally marks) inside the <i>Inning 1</i> box on the recording sheet.</li> <li>b) If Player 1 says the sum of the two cards first, he or she records an <b>OUT</b> (tally mark) under <i>Inning 1</i> for Player 2.</li> <li>c) Partners continues to play as noted above. Player 2 remains at bat until three outs (Player 1 says the sum before Player 2) have been recorded.</li> </ol> </li> <li>3. Players continue playing the game until all nine innings have been completed.</li> <li>4. Both players add up their “runs scored” (points recorded) for all nine innings.</li> <li>5. The player with the most runs wins the game!</li> </ol>
<b>Differentiate</b>	<p>To differentiate for students who are struggling:</p> <ul style="list-style-type: none"> <li>• Provide a 100s chart to students to use as a tool to help solve problems.</li> <li>• Remove the 10, jack, queen, and king cards so students practice only one-digit facts.</li> </ul> <p>To differentiate for students who are more advanced:</p> <ul style="list-style-type: none"> <li>• Have students multiply the value on the cards instead of adding them.</li> </ul>