PRACTICE TASK: Race To 20 Revisited

Approximately one day and repeated through centers

STANDARDS FOR MATHEMATICAL CONTENT

MCCK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

MCCK.OA.5 Fluently add and subtract within 5

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

In this task students will roll the dice and make a 5. If a student rolls a 3 they would need 2 more to make a 5, so they move 2 spaces. Students will eventually roll a 6. This will provide an opportunity for class discussion and for students to engage in the SMPs. In order to make a 5 from 6, one would need to be removed. Have students discuss how this could be represented in the game (move backwards one space).

ESSENTIAL QUESTIONS

- How can using benchmark numbers help me when adding or subtracting?
- Why is it important that I can build the number combinations for the number 5?
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MATERIALS

- 2 different colored counters
- 1 number cube (1-6)
- Race to 20 game board

GROUPING

Partners (2 players)

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

Each player places their counter in the starting square.

Player one rolls the dice and moves as many spaces needed to make a 5. Example: 3 rolled, move forward 2 places. 4 rolled move forward 1.

Players must correctly identify what number square they are on and how they know or return back to the previous square.

A player alternate turns until one player reaches 20.

As students are engaged in Race to 20, observe how students move the counter to locate the new place on the game board. Is the student counting by ones, or are they using a strategy? If so, which one? When students are locating the counter on the number line, do they need to start at 0 and count up, or are the able to use the benchmark numbers to count forward or backwards to determine the location.

FORMATIVE ASSESSMENT QUESTIONS

- Instead of counting 1 by 1, could you have located the counter a different way?
- Are you using any strategies to help you find where the counter should be placed?
- Did you use the benchmark numbers to locate the place on the board?
- Where is the counter located on the board right now? How do you know?
- Did you develop a shortcut to find your answers?
- Did you identify any patterns when playing the game? Explain!

DIFFERENTIATION

Extension

- **(2)** sixed-sided diced could be used to extend the game. Have players roll the dice, determine the difference and move the corresponding number of spaces

Intervention

- While the game is being played students can use a ten-frame to model what is happening to the counter. This can also be beneficial for students that struggle to identify strategies.

Start					5 Great Tire Change… move another 5				10
Finish 20					15	Flat Tire miss a turn			

Materials:
2 different colored counters
1 number cube (1-6)

Race to 20

Directions:
-Each player places their counter in the starting square.
-Player one rolls the dice and moves as many spaces needed to make a 5. Example: 3 rolled move forward 2 places. 4 rolled move forward 1.
-players must correctly identify what number square they are on and how they know or return back to the previous square.
-Players alternate turns until one player reaches 20.