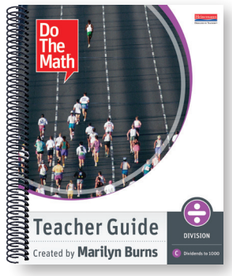
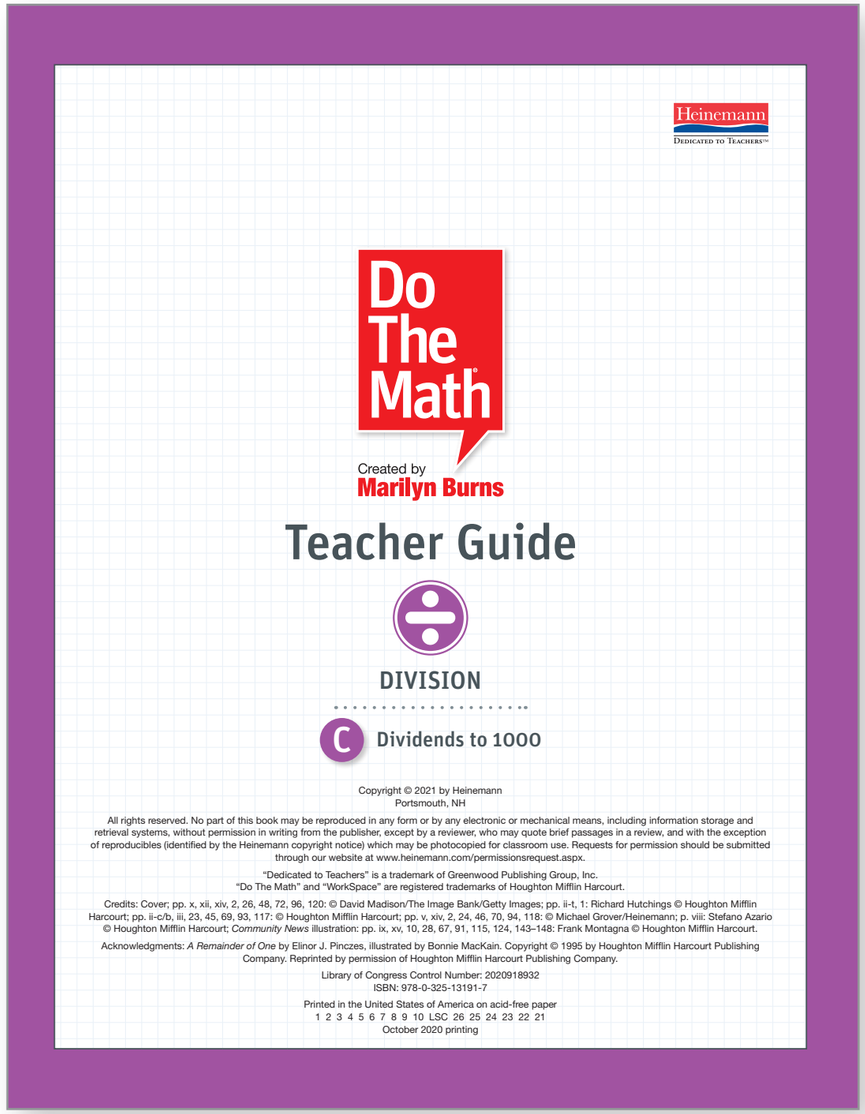
DO THE MATH TEACHER GUIDE SAMPLER

DIVISION

This Sampler includes select pages from the Division Teacher Guide. You'll see a sample of the:

- Section Overview
- Instructional Principals
- Letter from Marilyn Burns
- Planner
- Lessons
- Annotated *WorkSpace*
- Attitude Survey, Show What You Know, Objectives Tracker, Community News





To see additional *Do The Math* samplers, please visit **http://hein.pub/DoTheMathSamplers**

To access the eSampler, please visit **Heinemann.com/DoTheMath.**

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Overview

Introduction to *Do The Math*

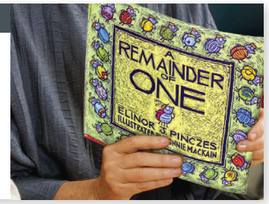
The Lessons

LESSONS 1–5

PAGE 1

Write Division Equations

Students write division equations; identify numbers that are divisible by 2, 3, 4, and 5; and relate division to multiplication.



LESSONS 6–10

PAGE 23

Solve Division Problems

Students solve division problems related to different contexts—assembling tricycles and toy cars—and record in a way that will translate later to division with greater numbers.

LESSONS 11–15

PAGE 45

Solve Division Problems

Students continue to solve division problems related to various contexts—assembling tricycles, toy cars, and bicycles—but now with greater dividends.

LESSONS 16–20

PAGE 69

Divide Three-Digit Dividends

Students solve division problems with three-digit dividends and one-digit divisors.

LESSONS 21–25

PAGE 93

Divide by Multiples of 10 From 10 to 90

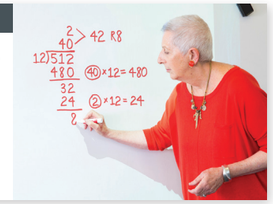
Students solve division problems using the context of exchanging pennies for dimes, and then divide three-digit numbers by multiples of 10.

LESSONS 26–30

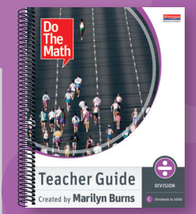
PAGE 117

Divide by Two-Digit Divisors

Students solve problems by dividing two-digit and three-digit dividends by two-digit divisors.



Additional Resources



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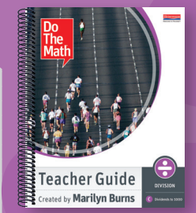

Instructional Principles

Do The Math

Help At-Risk and Struggling Students
Succeed in Math

Research shows that students with diverse needs succeed in learning mathematics through explicit, intentional teaching based on proven instructional strategies.

TEACHING FOR UNDERSTANDING

Students benefit from instruction based on teaching for understanding.

Step-by-step lessons help students develop understanding, learn mathematical skills, see relationships, and make connections.

- Learning experiences link concepts and skills to their mathematical representations and language.
- Students use concrete and pictorial models to build a strong foundation in key mathematical concepts, operations, and strategies.

SCAFFOLDED CONTENT

Scaffolding of the content makes the mathematics more accessible to students.

Do The Math focuses on key content in mathematics so that students are not overwhelmed with extraneous material.

- The content is organized into manageable chunks.
- The lessons are explicit about the relationships among these chunks.
- The instruction is carefully sequenced to help students build a solid foundation of understanding.

DIVISION MODELS

Pennies and **dimes** are divided by 10 to model grouping problems.

Tiles represent the division of concrete objects into equal groups.

Number cubes generate random numbers in division games.

Division Bingo cards build students' fluency with division.

MULTIPLE STRATEGIES

Exploring different strategies for developing concepts and skills builds students' reasoning.

The lessons engage students with each concept and skill in several ways, deepening their mathematics knowledge.

- Hands-on **manipulatives** give students concrete experiences with abstract ideas.
- The **digital mTools** give students the opportunity to translate concrete manipulatives to pictorial representations.
- **Classroom** and **digital partner games** offer engaging experiences that reinforce mathematical understanding and skills.
- **Children's literature** provides a springboard for instruction.
- Contexts make abstract mathematical ideas accessible.

MATHEMATICAL THINKING

These standards help develop mathematical expertise and habits of mind in all students.

- Students **persevere and solve problems** and look for entry points to solutions.
- Students **reason abstractly** to make sense of quantities and their relationships in problem situations.
- Students use stated assumptions, definitions, and previously established results to **construct viable arguments**.
- Students **model with mathematics** to solve real-world and mathematical problems.
- Students apply **mathematical** and **practical tools** strategically when solving problems.
- Students **attend to precision**, using mathematical language to communicate clearly and accurately.
- Students look closely to **discern patterns** or **structure** when solving problems.
- Students **use repeated reasoning** to identify general methods and shortcuts.

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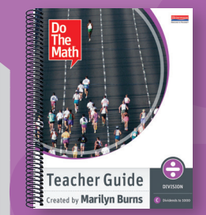

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Help Students Build Their
Mathematical Reasoning

CLASSROOM ROUTINES

Routines such as "think, pair, share" promote engagement and deepen student understanding.

THINK
Students collect their thoughts individually.

PAIR
Students discuss with a partner.

SHARE
Students report ideas to the whole group. Expressing ideas and hearing other perspectives help students clarify their thinking.

- The listening and speaking that occur during "think, pair, share" are especially valuable for English language learners.
- Teachers can pair English language learners with other students who speak the same first language to allow them to discuss concepts.
- Teachers can also pair a student with early English skills and a student with strong English skills to encourage language development.

INDEPENDENT STUDENT WORK

Assignments provide students with opportunities to practice, strengthen, and extend their learning.

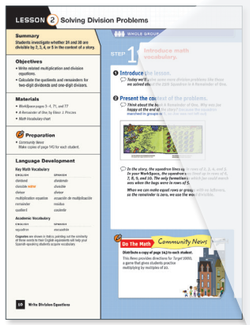
- ***WorkSpace*® assignments** are carefully constructed to motivate students and maximize their success through games, assignments for reinforcement, and problem-solving situations.
- The **digital experience** gives students the flexibility to explore mathematical tools and games within and outside the classroom.

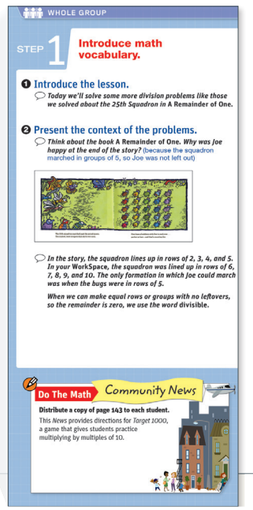
VOCABULARY AND LANGUAGE

Explicit vocabulary instruction helps students communicate effectively about the math they are learning.

Vocabulary is introduced after students experience concepts. Vocabulary lessons follow a consistent routine—the teacher writes the vocabulary on the *Math Vocabulary* chart and provides an example; students see, hear, say, and write it; and the vocabulary is then incorporated throughout the lessons to support students' learning.

- Key **mathematical** and **academic vocabulary** is highlighted at the start of each lesson, and **Spanish translations** are provided.
- A **glossary** in the *WorkSpace* provides students with a reference for definitions.





ASSESSMENT AND DIFFERENTIATION

Ongoing assessment is built into the program to help teachers meet individual student needs.

During lessons, teachers observe students working in the whole group, with partners, and independently.

- Specific guidance for how to promote understanding and **address student misconceptions** is integrated into all lessons.
- Suggestions for **differentiating instruction** are included after every "Assessing Student Understanding" lesson, both for students who need additional help and those who are ready for a challenge.

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Created by Marilyn Burns

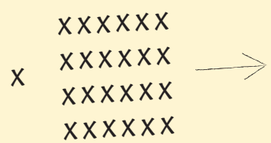
FROM MARILYN BURNS

Dear Colleague,

Reading aloud the book *A Remainder of One* begins this module. This book tells the story of Joe, a soldier bug who is part of the 25th Squadron. Joe loved to march with his squadron when they paraded to make their queen proud. But when the 25 bugs in the troop lined up in twos, Joe didn't have a partner and had to march by himself at the end. But the queen, who liked things tidy, was not pleased and Joe had to stand aside. He wasn't happy to find himself labeled remainder of one!

The same problem arose when the squadron marched in threes and then in fours. Finally, when the troop organized in fives, Joe was included. The story provides an excellent review for writing division equations; recording and interpreting remainders; and reviewing the division vocabulary of *dividend*, *divisor*, *quotient*, *remainder*, and *divisible*.

25 ÷ 4 = 6 R1
dividend divisor quotient remainder



25th Squadron marching in rows of 4

Students then investigate Joe's chances of marching in different formations if he joined other squadrons—including the 20th, 24th, 30th, 32nd, and 40th.

Following these experiences, students learn to play the game of *Target 1000*, which provides them practice multiplying by multiples of 10 up to 100, a skill that is essential for successfully solving division problems with greater numbers. To play, students take six turns, each time rolling a 1–6 number cube, multiplying the number that comes up by a multiple of 10, and adding the scores for each turn.

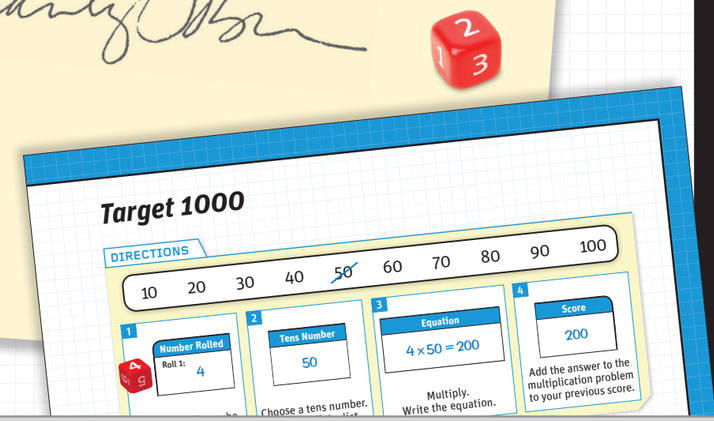
10 20 30 40 ~~50~~ ~~60~~ 70 80 90 100

	Score
4 × 50 = 200	200
5 × 60 = 300	500
1 × 100 = 100	600

Their goal is to get as close to 1000 as possible without going over. Also, students may use each multiple of 10 only once in their six turns, which adds an element of strategy that helps build their number sense.

Marilyn Burns

> "The book *A Remainder of One* provides an excellent review for writing division equations; recording and interpreting remainders; and reviewing the division vocabulary of *dividend*, *divisor*, *quotient*, *remainder*, and *divisible*."



In Lessons 1–5, students...

- Write related multiplication and division equations.
- Calculate the quotients and remainders for two-digit dividends and one-digit divisors.
- Multiply one-digit numbers by multiples of 10 from 10 to 100.
- Communicate ideas with key math vocabulary: *division equation, dividend, divisor, quotient, remainder,* and *divisible.*

Lessons 1–5

Write Division Equations

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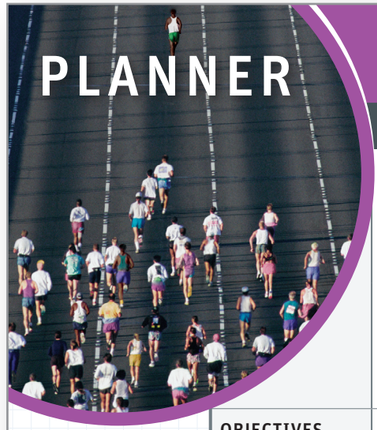


PLANNER

Write Division Equations

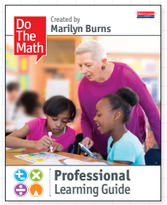
See pages 14-15 for the full lesson

See pages 20-22 for the full lesson

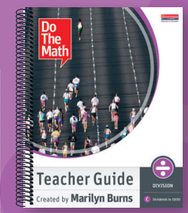
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
				Game	Progress Monitoring
	Writing Division Equations Students write division equations and learn division vocabulary in the context of a story.	**Solving Division Problems** Students investigate whether 24 and 30 are divisible by 2, 3, 4, or 5 in the context of a story.	**Figuring Out the Divisibility of Two-Digit Numbers** Students determine whether other numbers are divisible by 2, 3, 4, or 5.	**Learning *Target 1000*, a Multiplication Game** Students play *Target 1000*, a game that provides practice multiplying by multiples of 10 to 100, an essential skill for division.	**Assessing Student Understanding** Students demonstrate understanding of the objectives of Lessons 1–4 by completing *WorkSpace* pages independently.
OBJECTIVES	• Calculate the quotients and remainders for two-digit dividends and one-digit divisors.	• Write related multiplication and division equations. • Calculate the quotients and remainders for two-digit dividends and one-digit divisors.	• Write related multiplication and division equations. • Calculate the quotients and remainders for two-digit dividends and one-digit divisors.	• Multiply one-digit numbers by multiples of 10 from 10 to 100.	• Write related multiplication and division equations. • Calculate the quotients and remainders for two-digit dividends and one-digit divisors.
PURPOSE	The illustrations in *A Remainder of One* provide **visual representations** of division with and without remainders. Representing the division situations with equations reinforces the connection and sets the stage for more difficult problems.	Explicit **vocabulary** instruction using the *see it, hear it, say it, write it, read it* **routine** along with the *Math Vocabulary* chart gives students access to standard math terminology.	The **routine** of identifying whether numbers are divisible by 2, 3, 4, and 5 provides valuable reinforcement.	Playing the multiplication game in **pairs** enables English language learners to practice communicating mathematical ideas while they practice multiplying by multiples of 10.	Assessing with **visual models** and **symbolic representations** that students have used allows them to demonstrate their understanding without having to approach the material in an unfamiliar context.
KEY MATH VOCABULARY	• dividend **NEW** • division equation **NEW** • divisor **NEW** • quotient **NEW** • remainder **NEW**	• dividend • divisible **NEW** • divisor • multiplication equation • remainder • quotient	• divisible • division equation • multiplication equation • remainder	• multiply • times	• division equation • multiplication equation • multiply
MATERIALS Physical manipulatives are also available as digital tools for teachers and students. mTools Digital Games	• *WorkSpace* pages 2, 71, and 77–79 • Chart paper • *A Remainder of One*, by Elinor J. Pinczes	• *WorkSpace* pages 3–4, 71, and 77 • *A Remainder of One*, by Elinor J. Pinczes • *Math Vocabulary* chart • *Community News*	• *WorkSpace* pages 4–7	• *WorkSpace* pages 8–10 • Red number cube • *Target 1000*	• *WorkSpace* pages 11–13 • Red number cube • *Target 1000*

mTools
In these lessons, you will use:
Number cubes

Professional Learning Online
To support teaching these lessons:
- View "Using Children's Literature to Teach Math."
- Read "Using Story Books to Teach Math."



Read the **Introduction** to **Division**.



LESSON 3 Figuring Out the Divisibility of Two-Digit Numbers

Last Lesson Students investigate whether 24 and 30 are divisible by 2, 3, 4, or 5.

Lesson 3 Students determine whether other numbers are divisible by 2, 3, 4, or 5.

Next Lesson Students play a game that provides practice multiplying by multiples of 10, an essential skill for division.

Summary

Students determine whether other numbers are divisible by 2, 3, 4, or 5.

Objectives

- Write related multiplication and division equations.
- Calculate the quotients and remainders for two-digit dividends and one-digit divisors.

Materials

- *WorkSpace* pages 4–7

Language Development

Key Math Vocabulary

ENGLISH	SPANISH
divisible	*divisible*
division equation	*ecuación de división*
multiplication equation	*ecuación de multiplicación*
remainder	residuo

Academic Vocabulary

ENGLISH	SPANISH
squadron	*escuadrón*

Cognates are shown in italics; pointing out the similarity of these words to their English equivalents will help your Spanish-speaking students acquire vocabulary.

WHOLE GROUP

STEP 1 Review the equations for the dividend 30.

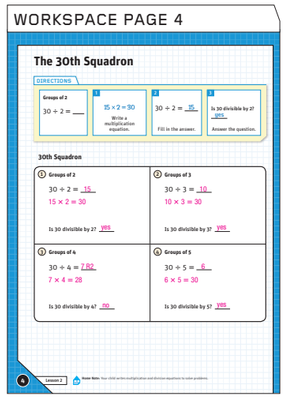
❶ Introduce the lesson.

💬 ***Today we'll solve some more division problems to find out whether other numbers are divisible by 2, 3, 4, and 5.***

❷ Students report their equations for 30.

Have students turn to *WorkSpace* page 4.

WORKSPACE PAGE 4



Choose students to read one set of division and multiplication equations each. Record the equations on the board.

30 ÷ 2 = 15	15 × 2 = 30
30 ÷ 3 = 10	10 × 3 = 30
30 ÷ 4 = 7 R2	7 × 4 = 28
30 ÷ 5 = 6	6 × 5 = 30

💬 ***Which of these numbers is 30 divisible by?*** (2, 3, and 5)
How do you know? (The division equations have no remainders.)

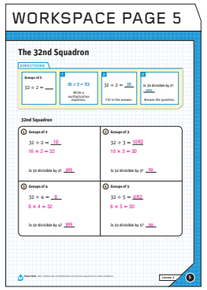
WHOLE GROUP

STEP 2 Students solve division problems.

❶ Present the problem.

Have students turn to *WorkSpace* page 5.

WORKSPACE PAGE 5



💬 ***Joe thinks that joining the 32nd Squadron might give him more chances to march. Let's figure out whether he's right.***

❷ Students solve 32 ÷ 2.

💬 ***First we'll figure out 32 ÷ 2. We'll use multiplication to help.***

Write on the board.

32 ÷ 2 = __ __ × 2 = 32

Have students think, pair, share. Choose a student to report. Record the equations on the board and have students check their equations on *WorkSpace* page 5.

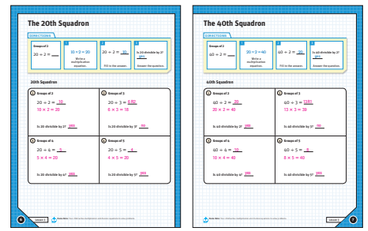
32 ÷ 2 = 16 16 × 2 = 32

💬 ***So, 32 is divisible by 2.***

❸ Students complete *WorkSpace* page 5.

Have students complete the page.

❹ Students complete *WorkSpace* pages 6 and 7.



SUPPORTING INSTRUCTION

The intent of these assignments is to reinforce for students how thinking about multiplication can be useful for solving division problems. Limiting these problems to divisors of 2, 3, 4, and 5 with dividends up to 40 makes the numbers accessible and keeps students' focus on using the connection between division and multiplication.

STOP

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LESSON 5 Assessing Student Understanding

Last Lesson Students play a game that provides practice multiplying by multiples of 10, an essential skill for division.

Lesson 5 Students demonstrate understanding of the objectives of Lessons 1–4.

Next Lesson Students learn to play a game that gives them practice with multiplication and subtraction.

Summary

Students demonstrate understanding of the objectives of Lessons 1–4 by completing *WorkSpace* pages independently.

Objectives

- Write related multiplication and division equations.
- Calculate the quotients and remainders for two-digit dividends and one-digit divisors.

Materials

- *WorkSpace* pages 11–13
- Red number cube
- *Target 1000*

Language Development

Key Math Vocabulary

ENGLISH	SPANISH
division equation	*ecuación de división*
multiplication equation	*ecuación de multiplicación*
multiply	*multiplicar*

Academic Vocabulary

ENGLISH	SPANISH
squadron	*escuadrón*

Cognates are shown in italics; pointing out the similarity of these words to their English equivalents will help your Spanish-speaking students acquire vocabulary.

WHOLE GROUP

STEP 1 Students complete an assessment.

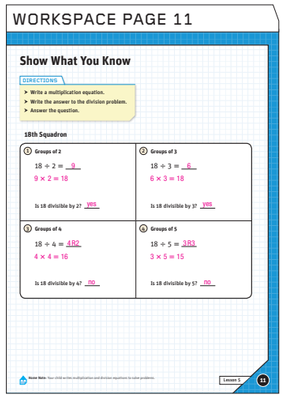
❶ Introduce the lesson.

Today you'll show me what you know by completing **WorkSpace** *pages independently. Then you'll play* **Target 1000.**

❷ Students complete WorkSpace pages 11 and 12.

Have students turn to *WorkSpace* pages 11 and 12. Explain the directions and have students complete the pages independently.

WORKSPACE PAGE 11


Show What You Know

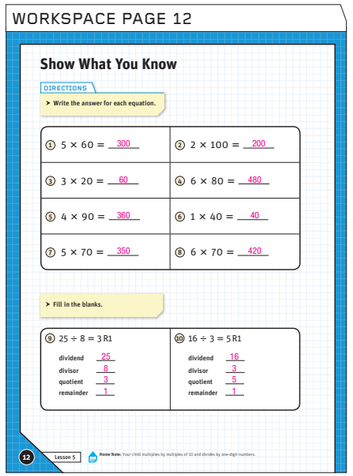
DIRECTIONS
- Write a multiplication equation.
- Write the answer to the division problem.
- Answer the question.

18th Squadron

① Groups of 2: 18 ÷ 2 = 9; 9 × 2 = 18; Is 18 divisible by 2? yes
② Groups of 3: 18 ÷ 3 = 6; 6 × 3 = 18; Is 18 divisible by 3? yes
③ Groups of 4: 18 ÷ 4 = 4R2; 4 × 4 = 16; Is 18 divisible by 4? no
④ Groups of 5: 18 ÷ 5 = 3R3; 3 × 5 = 15; Is 18 divisible by 5? no

Home Note: Your child writes multiplication and division equations to solve problems.
Lesson 5 11

WORKSPACE PAGE 12


Show What You Know

DIRECTIONS
- Write the answer for each equation.

① 5 × 60 = 300
② 2 × 100 = 200
③ 3 × 20 = 60
④ 6 × 80 = 480
⑤ 4 × 90 = 360
⑥ 1 × 40 = 40
⑦ 5 × 70 = 350
⑧ 6 × 70 = 420

- Fill in the blanks.

⑨ 25 ÷ 8 = 3R1: dividend 25; divisor 8; quotient 3; remainder 1
⑩ 16 ÷ 3 = 5R1: dividend 16; divisor 3; quotient 5; remainder 1

12 Lesson 5 Home Note: Your child multiplies by multiples of 10 and divides by one-digit numbers.

SUPPORTING INSTRUCTION

When doing assessment assignments, explain to students that they should work on their own so that you have information about what they understand and where they may need further help. Give students as much time as they need to complete the assessment pages.

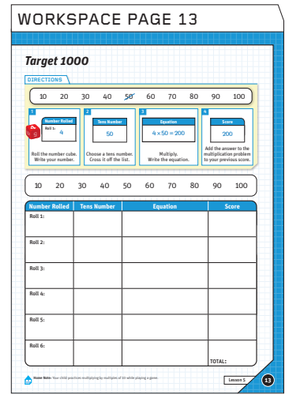
PARTNERS

STEP 2 Students play a game.

❶ Students play *Target 1000*.

Have students play the game with their partners, recording their turns on *WorkSpace* page 13.

WORKSPACE PAGE 13


Target 1000

DIRECTIONS

10 20 30 40 50 60 70 80 90 100

1 Roll the number cube. Write your number. Number Rolled: Turn 1: 4
2 Choose a tens number. Cross it off the list. Tens Number: 50
3 Multiply. Write the equation. Equation: 4 × 50 = 200
4 Add the answer to the multiplication problem to your previous score. Score: 200

Number Rolled	Tens Number	Equation	Score
Roll 1:			
Roll 2:			
Roll 3:			
Roll 4:			
Roll 5:			
Roll 6:			TOTAL:

Home Note: Your child practices multiplying by multiples of 10 while playing a game.
Lesson 5 13

AFTER THE LESSON

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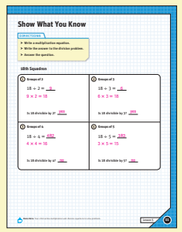
ASSESSMENT ☑ Progress Monitoring

Objectives
- Write related multiplication and division equations.
- Calculate the quotients and remainders for two-digit dividends and one-digit divisors.
- Communicate ideas with key math vocabulary: *division equation.*

Assess

Use the annotated pages to correct *WorkSpace* pages 11 and 12.



Note the progress of each student in the appropriate rows on the tracking chart found on page 142 of this guide.

Reevaluating Student Placement

As you review each student's work from these four lessons and the assessment, you may suspect that a student does not have the foundations he or she needs to be successful in this module. You can use the End-of-Module Assessment from *Do The Math: Division B* to find out if the student has the necessary prerequisite skills. If the student does not score 80% on this assessment, or struggles to complete it, he or she will need additional guidance. Modules A and B address these prerequisite concepts and skills.

Differentiating Instruction

Although the lessons are carefully scaffolded and paced at a rate more likely to give students a chance for optimal learning, there will be instances when students are still struggling and need extra support. Also, there will be instances when students would benefit from additional challenges or practice. Try the teaching ideas below.

For Students Who Need More Support

- If students have difficulty with dividing, provide additional support.
  - Provide students with pennies or other counters.
  - Have students arrange them in equal groups of 2, 3, 4, and 5.
  - Guide students to write each division equation.
- Play *Leftovers* with students to provide additional practice dividing.
  - Game rules can be found in the *Do The Math* digital resources.

For Students Ready for a Challenge

- Have students investigate squadrons of greater numbers, such as 45, 50, 60, and 100.
- Have students play *Division Bingo.*
  - Students may play alone or with a partner.
  - Game rules can be found in the *Do The Math* digital resources.

The Attitude Survey measures students' disposition towards math.

ATTITUDE SURVEY

Name: _____ Date: _____

➤ Fill in the circle of the answer that best fits you.

1. I like math.
- ○ not at all
- ○ a little
- ○ some, but it's not my favorite
- ○ it's my favorite subject

2. I am good at math.
- ○ not at all
- ○ not very good
- ○ fairly good
- ○ very good

3. I need good math skills so I can get a good job when I am older.
- ○ agree a lot
- ○ agree a little
- ○ disagree a little
- ○ disagree a lot

4. I can get better in math if I work hard.
- ○ agree a lot
- ○ agree a little
- ○ disagree a little
- ○ disagree a lot

5. I like solving different problems.
- ○ agree a lot
- ○ agree a little
- ○ disagree a little
- ○ disagree a lot

6. I believe that math problems can often be solved using different strategies.
- ○ agree a lot
- ○ agree a little
- ○ disagree a little
- ○ disagree a lot

➤ Which of these do you agree with? You may choose more than one answer.

7. When math is challenging, I _____.
- ○ take on the challenge.
- ○ give up easily.
- ○ put in a little effort.
- ○ put in a lot of effort.
- ○ ask my teacher for help.

➤ Write an answer to each question.

8. What do you like most about math? Explain.

_____

_____

_____

_____

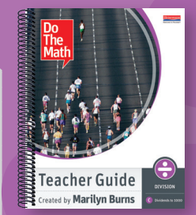
9. What do you like least about math? Explain.

_____

_____

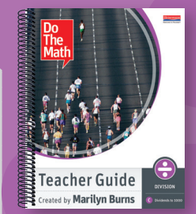
_____

_____



Do The Math
Created by Marilyn Burns

Students complete "Show What You Know" assignments every fifth lesson. These assignments help you monitor student progress and assess understanding of the concepts and skills from the previous four lessons.



Show What You Know

DIRECTIONS

- Write a multiplication equation.
- Write the answer to the division problem.
- Answer the question.

18th Squadron

1 Groups of 2

18 ÷ 2 = 9

9 × 2 = 18

Is 18 divisible by 2? yes

2 Groups of 3

18 ÷ 3 = 6

6 × 3 = 18

Is 18 divisible by 3? yes

3 Groups of 4

18 ÷ 4 = 4 R2

4 × 4 = 16

Is 18 divisible by 4? no

4 Groups of 5

18 ÷ 5 = 3 R3

3 × 5 = 15

Is 18 divisible by 5? no

Home Note: Your child writes multiplication and division equations to solve problems.

Show What You Know

DIRECTIONS

- Write the answer for each equation.

1 5 × 60 = 300	2 2 × 100 = 200
3 3 × 20 = 60	4 6 × 80 = 480
5 4 × 90 = 360	6 1 × 40 = 40
7 5 × 70 = 350	8 6 × 70 = 420

- Fill in the blanks.

9 25 ÷ 8 = 3 R1

dividend 25
divisor 8
quotient 3
remainder 1

10 16 ÷ 3 = 5 R1

dividend 16
divisor 3
quotient 5
remainder 1

Home Note: Your child multiplies by multiples of 10 and divides by one-digit numbers.

Do The Math
Created by Marilyn Burns

DIVISION C

Objectives Tracker

➤ Record the date in the appropriate box as students are assessed on each of the objectives. When the student consistently performs an objective with accuracy, add a checkmark to the box.

☑ MODULE OBJECTIVES	STUDENT NAMES							
Write related multiplication and division equations.								
Calculate the quotients and remainders for two-digit through three-digit numbers divided by one- and two-digit divisors.								
Use the inverse relationship between division and multiplication to solve problems.								
Solve problems for grouping situations.								
Communicate ideas with key math vocabulary: *division equation*, *dividend*, *divisor*, *quotient*, *remainder*, and *divisible*.								

Connecting Home to School: Send home copies of *Do The Math* Community News letters before each group of five lessons to encourage family involvement.

Do The Math

Community News

Notes of interest to the classroom teachers and families of students participating in the *Do The Math* program

DIVISION C Dividends to 1,000 LESSONS 1–5

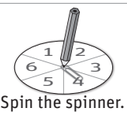
UPDATE: Students listen to a reading of *A Remainder of One*, a book that presents situations that can be represented with division problems. Students solve division problems by writing the related multiplication.

Target 1000

➤ **Here is a game that provides your child practice with multiplying by multiples of 10.**

To play, you will need a 1-6 spinner, a pencil, and paper.

Each player writes 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on a piece of paper.

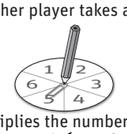
1 
Spin the spinner.

2 Multiply the number on the spinner times 10, 20, 30, 40, ~~50~~, 60, 70, 80, 90, or 100.

$4 \times \underline{50} = 200$

Cross off the number you choose on your list.

3 The other player takes a turn.


The other player multiplies the number on the spinner times 10, 20, 30, 40, 50, ~~60~~, 70, 80, 90, or 100.

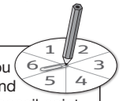
$5 \times \underline{60} = 300$

The player crosses that number off his or her list.

Each player adds his or her new amount to the previous score to keep a running total.

Players take turns. After six turns, the player closest to 1000 wins.

TRY THIS



To use a spinner, you need a paper clip and a pencil. Place the pencil point in the center of the circle and inside the curve of the paper clip. While holding the pencil in place, flick the paper clip with your finger.