

Monday

5.NBT.7 5.NF.6

Directions: Using the digits 1 to 9, at most one time each, fill in the boxes to make a true statement.

$$\square\square \times \frac{\square}{\square} = \square$$

5.NBT.7

Would you rather buy
18 eggs at this price or 18 eggs at this price?

1-2 Nim (Game)

[PDF link](#)

Nim is a two-player game. You start with a pile of counters. On your turn, remove one or two counters from the pile. You must take at least one token on your turn, but you may not take more than two. Whoever takes the last token is the winner.

Tuesday

5.NBT.4

Directions: Using the digits 0 to 9, at most one time each, fill in the boxes to create two numbers that both round to 5 and have the greatest (or least) possible difference with 5.

$\square.\square\square$ $\square.\square\square$

5.NF

Evenly split the remaining brownies in Scenario A or Scenario B?

A	B
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Sharing with 5 friends Sharing with 6 friends

Closest to 24 (Game)

Materials: Deck of Cards

Directions: Deal 4 cards to each player. Arrange the cards and add grouping symbols and operations to make a number closest to 24.

Wednesday

5.NBT.7

Directions: Use the digits 1 to 9, at most one time each, to make two true statements.

$$\square.\square - \square.\square = \square.\square$$

5.NBT.7

Would you rather buy?

Option A
8 pound jug of ice cream for \$24.56

or...

Option B
Two 3 pound 11 ounce jugs of ice cream for \$23.60

Multi-Digit Multiplication Number Battle (Grades 3 - 6)

Players: Groups of two

Materials: Deck of cards with the face cards and 10s removed, Ace worth one, scratch paper

Skill: Number recognition and multiplication

How to Play: Players split a deck of cards and simultaneously flip over their top three (or four) cards. Make two of them into a 2-digit number and multiply by the third. Players may move the cards and place in any position of the number they wish. **The highest product wins all six (or eight) cards.**

Thursday

5.NF.4

Directions: Using the digits 1 to 9, at most one time each, place a digit in each box to make a whole number product.

$$\frac{\square}{\square} \times \frac{\square}{\square} = \square$$

Which one doesn't belong? Can you convince me with math? Any other possibilities?

9	16
25	43

Sum Fractions (Grades 5 - 8)

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides), scratch paper

Skill: Adding fractions, multiplication, division, numerator, denominator

How to Play: The two players work as a team as they add fractions. Deal four cards and place them face up. Use the four cards to create two fractions (example: 4, 5, 7, and a King).

For this game, do not use improper fractions, but rather make the two largest cards the denominators: 4/10 and 5/7. Players use paper to figure out and record the common denominator and then add the fractions.

Friday

5.NF.1

Directions: Using each of the digits from 0-9 only once, fill in the boxes to make the equation true.

$$\frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square\square}{\square\square}$$

Which one doesn't belong? Can you convince me with math? Any other possibilities?

$\frac{1}{2}$	$\frac{5}{3}$
$\frac{2}{10}$	$\frac{2}{5}$

Difference Fractions (Grades 5 - 8)

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides), scratch paper

Skill: Subtracting fractions, multiplication, division, numerator, denominator

How to Play: The two players work as a team as they subtract fractions. Deal four cards and place them face up. Use the four cards to create two fractions (example: 4, 5, 7, and a King). For this game, do not use improper fractions, but rather make the two largest cards the denominators: 4/10 and 5/7. Players use paper to figure out and record the common denominator (70) and then subtract the fractions.