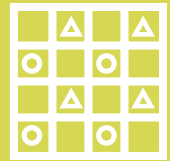


Algebra



FOREHEAD FUN

Purpose

- To use the balance model for solving equations with an unknown.
- To reinforce fundamental operation skills using mental math.

Division – Primary, Junior

Equipment

- Several decks of playing cards (numbered cards only)
- Tape

Set-up

- Divide students into groups of three.
- Provide each group with a pile of playing cards.

Activity

- Select one student per group to be the “mathematician”. The other two students are the “solvers”.
- Call out a physical activity movement to be performed for that round.
- Each student selects a card and tapes/holds it to their forehead (without looking at their own card).
- The mathematician announces the sum or product of the two cards.
- Working together, solvers must look at each other’s card and figure out what card is on their forehead (e.g., “If the sum is 15 and I see an 8, my card must be 7.”).
- Students perform the physical activity movement (the number of repetitions should equal the number on their card).
- Ask students to switch roles, announce a new physical activity, and restart a new round.

Modifications

- To make the activity more challenging, students can play in groups of four or five.
- For students requiring support with mental math skills, intentionally select cards to put in their pile to reinforce specific facts.

Questions for Student Understanding

- What strategy did you use to solve for your number?
- How might you use inverse operations to help you figure out your number?
- Whose role is the easiest in the activity? Why?