Purpose: To make disadvantaged students in special education programs & special education with special needs knowledgeable about factors and know how to calculate them quickly.

The Game: You can ask yourself the questions and verify your answers by using a textbook.

A teacher or an knowledgeable adult may make students form a circle and ask them questions in turns, and whoever gets the answer wrong leaves the circle. The winner is the last student in the circle.

A teacher or an knowledgeable adult may make students form two or more teams of equal members and ask questions in turns. When a team gets it right, they get 2 points, but if they get it wrong, they lose 1 point. If Team A gets it wrong, they lose a point and Team B gets a chance to get 1 point. If Team B misses the opportunity, they **do not** lose 1 point because it was not their question originally, then Team C gets the chance to gain the extra point. The teacher or adult can then answer the question with explanations if all the teams missed it. Team A loses 1 point, no other team loses a point, and Team B gets the next question.

Game Items: Pencils, pens, and papers are allowed, but each question must be answered within 5 seconds after the teacher or adult finishes the question. A time keeper and a score keeper may be required to assist the teacher or adult. The game is good for classrooms, parks, picnic, field trips, on the bus, parties, or family time.

Reward for winners: Extra cookie or scope of ice cream at picnics, first to get in and out of the bus on field trips (seat anywhere), special treatment to any game at the park, early lunch, exemption from time-out or non-academic work for the day in class, and exemption from cleaning dishes or extended video game or movie time at home.

The game is best for teachers and parents who have explained to their children that when you multiply fraction the number gets smaller and when you divide fractions the number gets bigger. Also, when you divide, you must flip the denominator. It is always wise to reduce top with bottom numbers before multiplying across. This makes the number smaller to manage.

Some Questions:

1) 2/5 x 10/11

2/1 x 2/11 (5 and 10 reduced each other)

4/11 (multiplied across)

2) 1/15 / 8/10

1/15 / 4/5 (8 and 10 reduced each other)

1/15 x 5/4 (flip 4/5 because it is the denominator of a division problem and change the sign to" x")

1/3 x 1/4 (5 and 15 reduced each other)

1/12 (multiplied across)

When you have fractions with whole numbers first converts it to improper fraction before you multiply or divide. For instance, 3 2/3 = **11/3** (multiple the denominator by the whole number and then add the numerator to the answer – 3 x 3 = 9 + 2 = 11. The denominator never