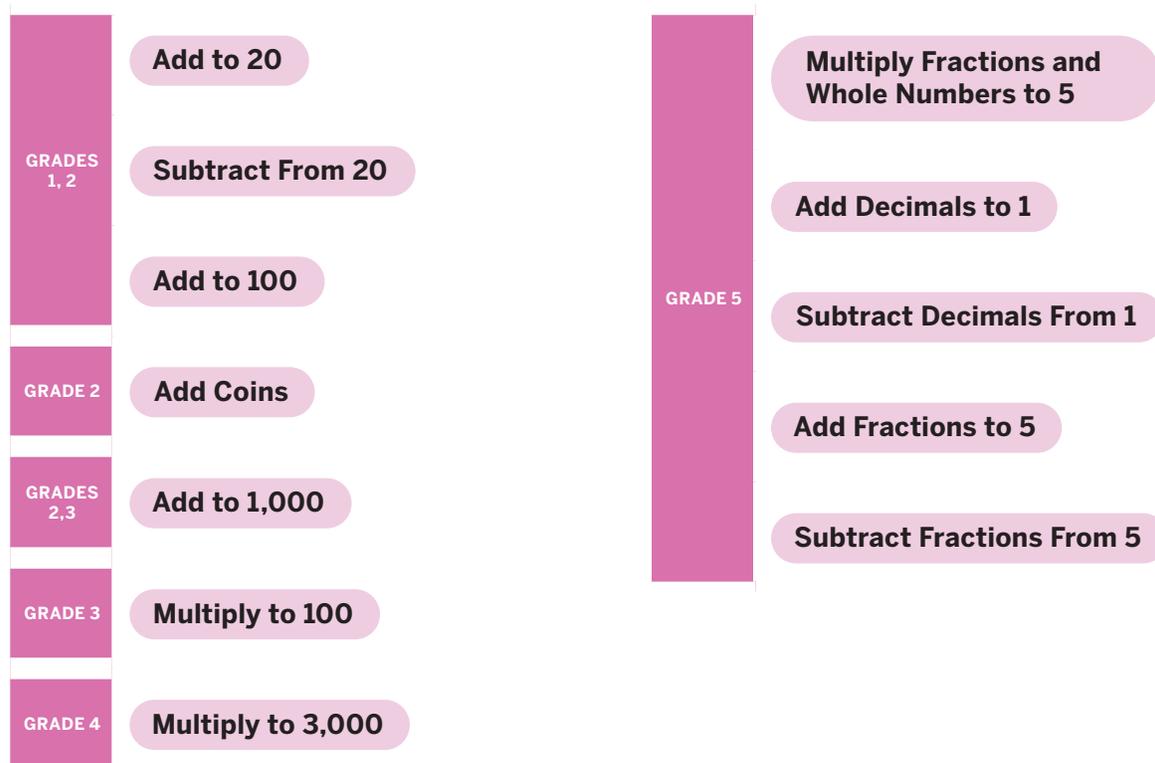


How Close?



Students select a given number of digit cards and then choose a subset of those to make an expression that yields a number as close as possible to the target number.





How Close?

	Materials	Differentiation
Add to 20 (GRADES 1, 2)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <ul style="list-style-type: none">Have students choose only 2 cards to complete their equation instead of 3.Provide access to counters to assist students in finding the sums. <p>Stretch</p> <p>In each round, the student's score is the distance between the sum and 20. The player with fewer points wins.</p>
Subtract From 20 (GRADES 1, 2)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <ul style="list-style-type: none">Have students choose only 2 cards to complete their equation instead of 3.Provide access to counters to assist students in finding the difference. <p>Stretch</p> <p>In each round, the student's score is the distance between their difference and 0. The player with fewer points wins.</p>
Add to 100 (GRADES 1, 2)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <ul style="list-style-type: none">Suggest that students draw fewer than 7 cards (such as 4, 5, or 6).Encourage students to show their work when finding the sums. <p>Stretch</p> <p>Have students play a few rounds where they subtract from 100 to find a difference closest to 100.</p>

	Materials	Differentiation
<p>Add Coins (GRADE 2)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <ul style="list-style-type: none"> Provide students with access to coins to represent their work. Encourage students to show their work when finding the sums. <p>Stretch</p> <p>In each round, the student's score is the difference between their sum and 100¢. The player with fewer points wins.</p>
<p>Add to 1,000 (GRADES 2, 3)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <ul style="list-style-type: none"> In each round, the student whose sum is closer to 1,000 wins a point. The player who earns more points wins. Encourage students to show their work when finding the sums. <p>Stretch</p> <p>Have students draw 8 cards so they can be strategic when choosing their addends.</p>
<p>Multiply to 100 (GRADE 3)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <ul style="list-style-type: none"> In each round, the student whose product is closer to 100 wins a point. The player who earns more points wins. Have students use two cards to multiply 2 one-digit factors to practice multiplication facts. <p>Stretch</p> <p>Students can choose a different number as the goal.</p>



	Materials	Differentiation
Multiply to 3,000 (GRADE 4)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <ul style="list-style-type: none">In each round, the student whose product is closer to 3,000 wins a point. The player who earns more points wins.Have students fill their Recording Sheet multiplying a one-digit number by a three-digit number. <p>Stretch</p> <p>Students can choose a different number as the goal.</p>
Multiply Fractions and Whole Numbers to 5 (GRADE 5)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <p>Encourage students to show their work when finding the products.</p> <p>Stretch</p> <p>Students can choose a different number as the goal.</p>
Add Decimals to 1 (GRADE 5)	<ul style="list-style-type: none">Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources)	<p>Support</p> <p>Encourage students to show their work when finding the sums.</p> <p>Stretch</p> <p>Students can choose a different number as the goal and decide on a different place for the decimal point.</p>

	Materials	Differentiation
<p>Subtract Decimals From 1 (GRADE 5)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <p>Encourage students to show their work when finding the differences.</p> <p>Stretch</p> <ul style="list-style-type: none"> Students can choose a different number as the goal and decide on a different place for the decimal point. In each round, the student’s score is the distance between their difference and 0. The player with fewer points wins.
<p>Add Fractions to 5 (GRADE 5)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <p>Encourage students to show their work when finding the sums.</p> <p>Stretch</p> <ul style="list-style-type: none"> Students can choose a different number as the goal. In each round, the student’s score is the distance between their sum and 5. The player with fewer points wins.
<p>Subtract Fractions From 5 (GRADE 5)</p>	<ul style="list-style-type: none"> Directions, Recording Sheet, Number Cards, 0–9 (Centers Resources) 	<p>Support</p> <p>Encourage students to show their work when finding the differences.</p> <p>Stretch</p> <ul style="list-style-type: none"> Students can choose a different number as the goal. In each round, the student’s score is the distance between their difference and 0. The player with fewer points wins.