Name: Michael Neri

District: Valley Stream UFSD #24

Grade: 6th

Subject: Math

**6th Grade Learning Games**

**KevinBradford**

CCLS Standards Addressed:

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

[CCSS.MATH.CONTENT.6.NS.A.1](http://www.corestandards.org/Math/Content/6/NS/A/1/)

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*.

Compute fluently with multi-digit numbers and find common factors and multiples.

[CCSS.MATH.CONTENT.6.NS.B.2](http://www.corestandards.org/Math/Content/6/NS/B/2/)

Fluently divide multi-digit numbers using the standard algorithm.

[CCSS.MATH.CONTENT.6.NS.B.3](http://www.corestandards.org/Math/Content/6/NS/B/3/)

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

[CCSS.MATH.CONTENT.6.NS.B.4](http://www.corestandards.org/Math/Content/6/NS/B/4/)

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*.

Apply and extend previous understandings of numbers to the system of rational numbers.

[CCSS.MATH.CONTENT.6.NS.C.5](http://www.corestandards.org/Math/Content/6/NS/C/5/)

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

[CCSS.MATH.CONTENT.6.NS.C.6](http://www.corestandards.org/Math/Content/6/NS/C/6/)

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Website/ Location of app: http://play.google.com/store/apps/details?id=com.kevinbradford.games.sixthgrade

Description

Similar to the concept of Angry Birds, students are awarded stones that they can fire from their slingshot to destroy buildings. A stone is awarded for each question the student answers correctly. The stones are saved until the end of the round. At this time the stones are used. Subject areas include Number Sense, Probability and Statistics and Word Memory. Students can pick and choose which skill they want to work on. They can also switch back and forth between areas.

Application

By far, one of my students’ favorites. They challenge one another and compete in class competitions. At first I would assign the same skills to work on as a class. Once the students were comfortable with the app, I allowed them to navigate on their own. I find this app to be very helpful with review mathematical concepts. And who doesn’t like destroying buildings with flying boulders???