|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | M |  |   | A |  |   | T |  |   | H |  |   | O |  |
| M-1 | -92 | -81 | A-13 | (-4)(7) | -28 | T-25 | -2 - 4 - 10 - 1 | -17 | H-37 | -13 - (-2) | -11 | O-49 | 20 ÷ (- 4) | -5 |
| M-2 | (-9)2 | 81 | A-14 | - (- 3)3 | 27 | T-26 | 15- 6 -4 + 11  | 16 | H-38 | 5 + 4 | 10 | O-50 | -8 + 12 | 4 |
| M-3 | (-8)(8) | -64 | A-15 | 81 ÷ (-3) | -27 | T-27 | - (- 4)2 | -16 | H-39 | - 6 - 4 | -10 | O-51 | -5 + 1 | -4 |
| M-4 | (-8)(-8) | 64 | A-16 | 35 + (-10) | 25 | T-28 | - 5 + 19 + 1 | 15 | H-40 | 17 + (-8) | 9 | O-52 | -4 - (-7) | 3 |
| M-5 | -9(5) | -45 | A-17 | -100/ 4 | -25 | T-29 | -30/2 | -15 | H-41 | -3 + (-6) | -9 | O-53 | - 2 - 1 | -3 |
| M-6 | -88/-2 | 44 | A-18 | 16 - (-7) | 23 | T-30 | (-2)(-7) | 14 | H-42 | 16 + (-8) | 8 | O-54 | - 6 - (-8) | 2 |
| M-7 | -11 -12 - 21 | -44 | A-19 | -13 + (-10) | -23 | T-31 | (-2)(7) | -14 | H-43 | -10 - (-2) | -8 | O-55 | 8 + (-10) | -2 |
| M-8 | (-6)(-7) | 42 | A-20 | 14 - (-6) | 20 | T-32 | 20 - 7 | 13 | H-44 | -28 ÷ (- 4) | 7 | O-56 | (-2/3)(-12/8) | 1 |
| M-9 | - 62 | -36 | A-21 | -6 - 10 - 4  | -20 | T-33 | -19 + 6 | -13 | H-45 | 3 - 10 | -7 | O-57 | (-3/4)(20/15) | -1 |
| M-10 | -72 ÷ -2 | 36 | A-22 | (-3)(6) | -18 | T-34 | 22 + (-10) | 12 | H-46 | - 2 - (-8) | 6 | O-58 | (-15) ÷ (-3) | 5 |
| M-11 | -66/2 | -33 | A-23 | 8 - 10 + 11 + 9 | 18 | T-35 | -18 + 6 | -12 | H-47 | 4 - 10 | -6 | O-59 | (2/3)(12/10) | 4/5 |
| M-12 | -99/-3 | 33 | A-24 | -2 + 9 - 7 | 0 | T-36 | 21 + 4 - 8 | 17 | H-48 | - (-11) | 11 | O-60 | (-3/2)(-10/12) | 5/4 |

Integer MATHO Directions

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**Objective:**

This is a review game to practice simplifying adding, subtracting, multiplying and dividing integers. It correlates to Prentice Hall Algebra I textbook (2011), Chapter 1, sections 5 and 6. I developed this game for an Honors Algebra I class, but this can be used in a traditional class also. It could also be used in an Pre-Algebra or Algebra II class also. Game can be completed in one 45 minute class period, but can be extended to 1.5 class period. (The students beg me to play when we have free time)!

* To find sums and differences of integers.
* To find product and quotients of integers.

**Directions:**

The game is played just like BINGO. Label 5 columns on your white board or SMART Board M, A, T, H, and O. Give each student one MATHO card. Draw a letter/number, like M10. Write that problem on the board in column of the correct letter. Students work the problem out on a sheet of paper and if their card has that answer they can mark it. To get a MATHO they must have a vertical or horizontal line marked or diagonal. I collect their papers at the end of the period and give them a classwork grade for participating.

**Prep for the game:**

* Print “Integer MATHO (directions, problems & answers)” (word document). Read directions ahead of time.
* I usually print one problem sheet for each period that I am playing the game. I highlight the problem on the paper and write the problem on the board. You can also laminate the sheet and use white board markers/crayons.
* Print “DRAW NUMBER sheet.” This determines the problem that you are going to write on the board for students to work. You only need one set because you can reuse this each time you play your game. Cut each letter/number out and place in a small bowl or bag. Draw problems randomly.
* Print the “Integer MATHO-cards(1-20)-2x2 & Integer MATHO-cards(21-40)-2x2” (PDF). Print them on standard paper (8.5x11) to create your set of 40 cards. You can laminate the class set of cards or just print and have the students mark each card. When students get MATHO, they write their name on the back of the card and it makes it easier to keep up with.

**Hints/Suggestions:**

I normally give each student 2 to 4 cards and tell them to be sure each card is different. When a student gets MATHO for the first time, I check the card, write their name down and give them “extra credit” on their next test. Instead of starting a new game when someone gets MATHO, I have them keep going on the same card telling me when they get MATHO for the first time. At the end of the period, have them count the number of MATHO’S they have on each card and the person with the most MATHO’s on one card get’s extra credit also. You can adapt however you want once you have the basics!

**DRAW NUMBERS: Print on card stock paper or laminate and then cut out each number. Place in a bag and draw a number to determine the next problem.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| M-1 | A-13 | T-25 | H-37 | O-49 |
| M-2 | A-14 | T-26 | H-38 | O-50 |
| M-3 | A-15 | T-27 | H-39 | O-51 |
| M-4 | A-16 | T-28 | H-40 | O-52 |
| M-5 | A-17 | T-29 | H-41 | O-53 |
| M-6 | A-18 | T-30 | H-42 | O-54 |
| M-7 | A-19 | T-31 | H-43 | O-55 |
| M-8 | A-20 | T-32 | H-44 | O-56 |
| M-9 | A-21 | T-33 | H-45 | O-57 |
| M-10 | A-22 | T-34 | H-46 | O-58 |
| M-11 | A-23 | T-35 | H-47 | O-59 |
| M-12 | A-24 | T-36 | H-48 | O-60 |