

YOUR NUMBER'S UP

Write the numbers 1-20 on the board. These numbers represent problem #s on the teacher's master list. Each question is worth team points (teacher discretion: see variations section).

Divide the class into two teams, assigning each a team captain.

Within each team, divide into pairs (by ability). Assign each pair a number (1-6).

Explain to students they may work together with their partner to solve each problem, but may not converse with anyone else on the team.

Decide which team goes first. That team captain then chooses a number which corresponds to a problem on the teacher's master sheet.

Write the problem on the board/overhead. Everyone on both teams writes down the problem and works with their partner to solve within a predetermined time limit.

When time is up, the teacher rolls the die to determine which pair on the team will answer the question. If they get it right, the team gets a point.

If they are wrong, the question passes to the other team. Roll the die to see who answers.

If both teams get it wrong, the teacher works the problem for everyone.

The problem is crossed off the list and the second team gets a turn. Continue until all problems have been solved.

Variations:

Have students work individually. Draw numbers instead of rolling the die to see whose "number is up". Always replace the number into the drawing so everyone keeps on their toes and don't slack off just because they have already answered a question.

Don't tell students the point value of a question. Adjust accordingly to keep competition/interest high.

PARALLEL AND PERPENDICULAR LINES

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|------------------------------------|---------------------|-------|
| 1 parallel to $y = -2x + 11$ | A: $y = -2x + \#$ | 1 pt. |
| 2 perpendicular to $y = 2/3x - 3$ | A: $y = -3/2x + \#$ | 1 pt. |
| 3 parallel to $y + -3x = 23$ | A: $y = 3x + \#$ | 2 pt. |
| 4 perpendicular to $y + 6 = 4x$ | A: $y = -1/4x + \#$ | 2 pt. |
| 5 perpendicular to $y = -1/2x + 7$ | A: $y = 2x + \#$ | 1 pt. |
| 6 parallel to $3y = -5x + 30$ | A: $y = -5/3x + \#$ | 2 pt. |
| 7 parallel to $y = 5x - 18$ | A: $y = 5x + \#$ | 1 pt. |
| 8 perpendicular to $y = -5x + 3$ | A: $y = 1/5x + \#$ | 1 pt. |
| 9 parallel to $x - 3y = 8$ | A: $y = 1/3x + \#$ | 2 pt. |
| 10 perpendicular to $y = 1/3x + 2$ | A: $y = -3x + \#$ | 1 pt. |
| 11 perpendicular to $2x - 9y = 5$ | A: $y = -9/2x + \#$ | 3 pt. |
| 12 parallel to $y + 6 = 4x$ | A: $y = 4x + \#$ | 2 pt. |
| 13 parallel to $2x - 9y = 5$ | A: $y = 2/9x + \#$ | 2 pt. |
| 14 perpendicular to $y = -2x + 7$ | A: $y = 1/2x + \#$ | 1 pt. |
| 15 parallel to $5x - 2y = 7$ | A: $y = 5/2x + \#$ | 2 pt. |
| 16 perpendicular to $y = 3/5x - 4$ | A: $y = -5/3x + \#$ | 1 pt. |
| 17 perpendicular to $3y + x = 3$ | A: $y = 3x + \#$ | 3 pt. |
| 18 parallel to $x - 3y = 8$ | A: $y = 1/3x + \#$ | 2 pt. |
| 19 parallel to $y = -1/2x + 2$ | A: $y = -1/2x + \#$ | 1 pt. |
| 20 parallel to $2x - 3y = 6$ | A: $y = 2/3x + \#$ | 2 pt. |

(These are suggested point values. Don't tell students the point value of each problem until it's been completed. This will allow you to adjust the points to keep the score close and competition/attention high.)