

GAME CARDS

The ultimate TAKS game card resource!

Thousands of teachers regularly use games in the classroom. But until now, there has never been a comprehensive resource for math TAKS questions in a game card format.

Building upon our enormous bank of high-quality TAKS questions, we've created an easy-to-use gaming interface that has unlimited potential in the classroom.

Massive in scope!

- 15 decks covering all 6 TEKS objectives
- 1,080 cards in all; 720 question cards
- 100% TEKS-based; 100% TAKS format
- 18 TAKS tests worth of problems

Make any game TEKS-based!

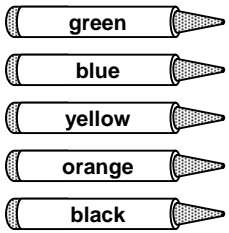
Virtually any game that has *turns* can utilize our game cards. Whether a game is as simple as Tic-Tac-Toe or as advanced as Monopoly®, use *Countdown Game Cards* to meet the state curriculum standards in Texas.

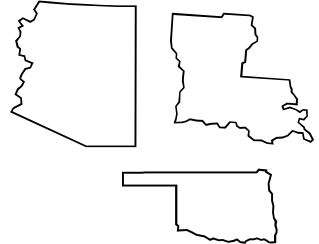
Fourth grade sample card

Combinations

D3

Molly is going to color a picture of a state. She can choose 1 color of crayon and 1 state.





Objective 5

△ How many combinations of 1 crayon and 1 state are possible?

♥

A 17
 B 13
 C 15
 D 8

50

Team 1

Temperature & Time

✓

Answers to Team 1 Cards

A1 D	B3 ★	C3 B
A2 ★	B4 C	C4 A
A3 B	B5 A	C5 ★
A4 A	B6 B	C6 ★
B1 D	C1 ★	D1 D
B2 ★	C2 C	D2 B

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Team 2

Players & teams check each other's answers in seconds!

Team 1 holds the answers to Team 2 cards and vice versa. Checking answers is fast and easy, leaving more time for game play.

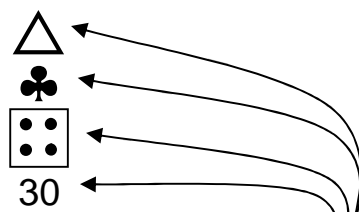
Fourth grade sample card

Place Value & Comparing Numbers

M6

Which number below means the same as 3 hundred thousands, 2 ten thousands, 7 thousands, and 5 hundreds?

A 327,500
B 320,750
C 327,050
D 3,027,500



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Team 2

Breakdown symbols add flexibility!

Breakdown symbols allow students to divide a single deck into 2, 3, 4, or 6 smaller decks to suit the purposes of a variety of games. Make 1 deck into 3 by sorting the cards by shape (triangle, circle, square). Make 4 decks by sorting by suit (heart, diamond, club, spade). Make 6 decks by sorting by the number shown on the die.

Evander picked 444 apples in the orchard. He wants to place the same number of apples in each of 12 sacks. Which operation can he use to find the number of apples he should place in each sack?

- (A) $444 + 12$
- (B) 444×12
- (C) $444 \div 12$
- (D) $444 - 12$



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Have your students design their own games!

Countdown Game Cards can be used with any store-bought game, but what would be cooler than having your students design their own, individually or in small groups?

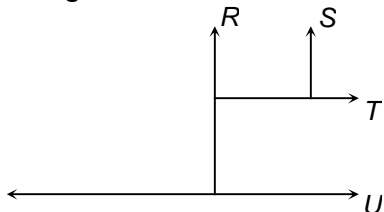
Challenge your students to design a game that involves the 3 attributes of a great game:

Strategy • Knowledge & Skill • Luck

Our game cards provide the knowledge & skill, your students flex their creative minds to provide the strategy and luck elements. It's fun and motivational.

Fourth grade sample card

Look at the diagram.



Which statement is true?

- (A) Line T intersects line U
- (B) Line T is parallel to line U
- (C) Line T is perpendicular to line U
- (D) Line T is parallel to line S



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15 Decks Included! 72 cards each!

Regardless of the time of year, there is a deck of cards to suit your needs. Use them as end-of-unit reviews throughout the school year, or use them during the one or two months preceding the TAKS test in the spring.

The 15 Decks (fourth grade level)

Deck 1: Place Value & Comparing Numbers

Sub-objectives covered: 4.1 A, 4.1 B

Deck 2: Fractions & Decimals

Sub-objectives covered: 4.2 A, B, C, & D

Deck 3: Addition & Subtraction

Sub-objectives covered: 4.3 A, 4.3 B

Deck 4: Multiplication & Division

Sub-objectives covered: 4.4 A, B, C, D, & E

Deck 5: Rounding & Estimation

Sub-objectives covered: 4.5 A, 4.5 B

Deck 6: Fact Families & Patterns

Sub-objectives covered: 4.6 A, 4.6 B

Deck 7: Relationships Between Data Sets

Sub-objectives covered: 4.7 A

Deck 8: Angles, Lines, & Attributes

Sub-objective covered: 4.8 A, 4.8 B, 4.8 C

Deck 9: Transformations & Symmetry

Sub-objectives covered: 4.9 B, 4.9 C

Deck 10: Number Lines

Sub-objective covered: 4.10 A

Deck 11: Measurement

Sub-objectives covered: 4.11 A, 4.11 B, 4.11 C

Deck 12: Temperature

Sub-objectives covered: 4.12 A

Deck 13: Combinations

Sub-objectives covered: 4.13 A

Deck 14: Bar Graphs

Sub-objective covered: 4.13 B

Deck 15: Problem Solving

Sub-objectives covered: 4.14 A, 4.14 B, 4.14 C

5 sample games included!

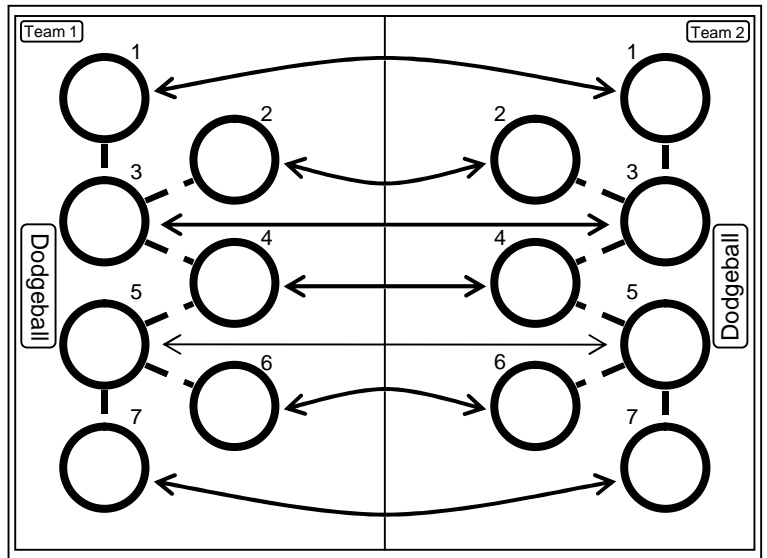
Although *Countdown Game Cards* are designed to be used with store-bought games and student-designed games, we'll include 5 sample games to get you started.

The 5 games are reproducible and fit on a single sheet of 8.5 by 11 inch paper. The rules (on a separate page) are simple and easy to learn, and the games can be played in 30 minutes or less.

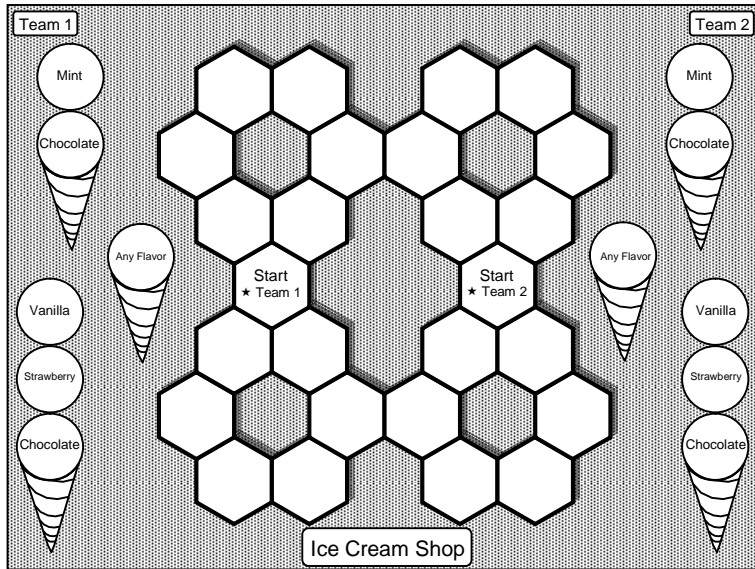
Use the sample games as is, or use them as examples for your students.

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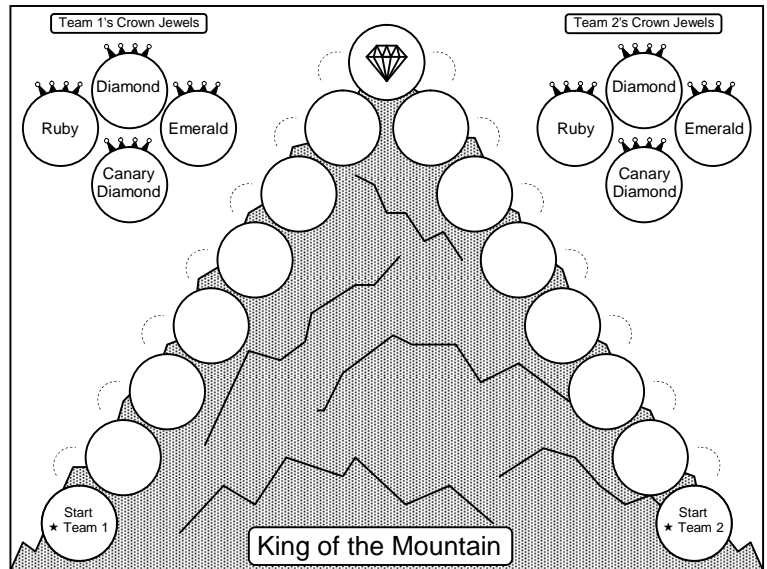
Dodgeball (Actual size: 8.5 by 11 inches)



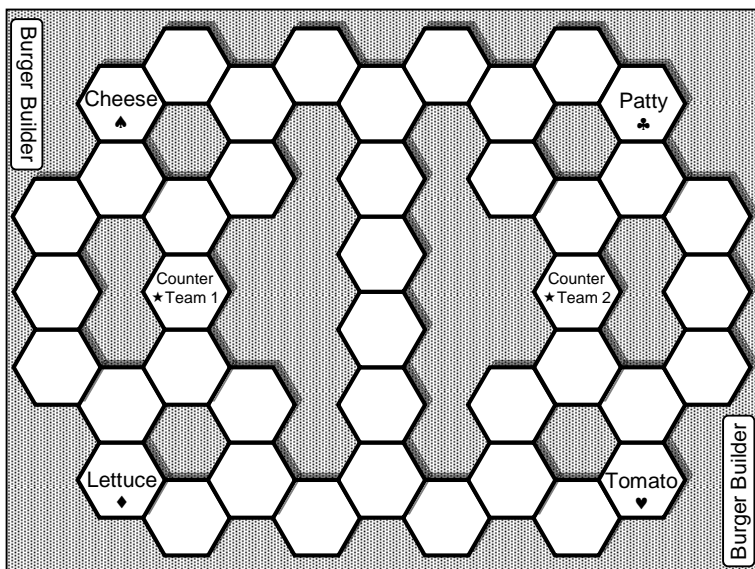
Ice Cream Shop (Actual size: 8.5 by 11 inches)



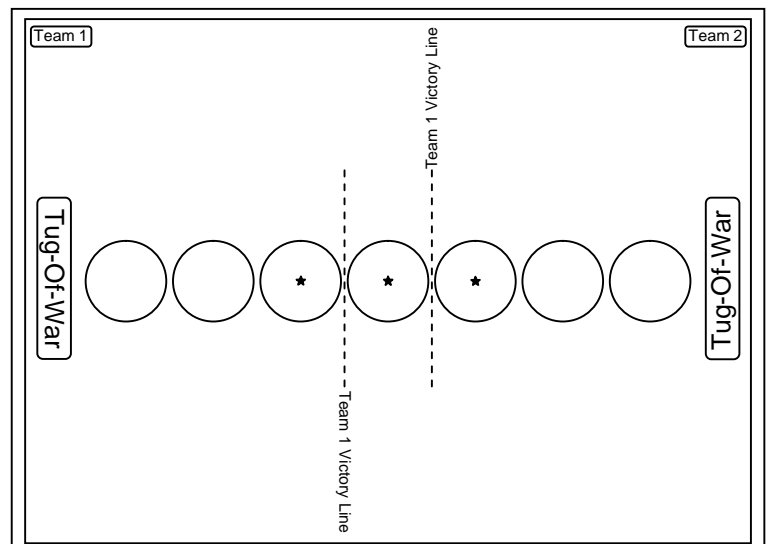
King of the Mountain (Actual size: 8.5 by 11 inches)



Burger Builder (Actual size: 8.5 by 11 inches)



Tug-Of-War (Actual size: 8.5 by 11 inches)



Game component packs!

Need parts? We sell basic game component packs that include a variety of plastic chips, sand timers, dice, and pawns. These packs are custom made to work with the 5 sample games included with your *Countdown Game Cards* order.

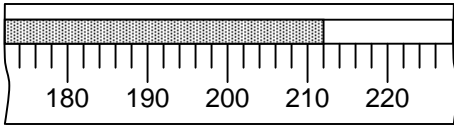
Each component pack includes:

- 12 transparent playing dice
- 24 pawns
- 12 sand timers
- 600 plastic chips (6 different colors)


Buy your game pieces from us, use your own pieces, or purchase them online from a game supply store.



Temperature**D3**

The thermometer shows the temperature of spaghetti sauce simmering in a pot.



If the temperature of the sauce goes up 5° , what will be the temperature?

 A 222° B 217° C 202° D 219°






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Objective 4
Team 1

Addition & Subtraction**D4**

FREE ←




50Objective 1

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Team 1

FREE CARDS keep things moving!

You'll notice on the sample card sheets that follow, that many cards are *FREE CARDS*. Don't worry, 720 out of the 1,080 cards provided with your purchase are straight-up question cards like the one shown above.

FREE CARDS keep the games moving and add an element of luck. If students have to answer a question at every turn, the game may become stilted. When a student draws a *FREE CARD*, it's as if that student answered a question correctly. Students love them, and they make the pace of the game a bit faster.

Of course, *FREE CARDS* can be removed from the decks at your discretion.

What makes this all possible and why it hasn't been done before!

Your willingness to recruit help from parent/school volunteers to do some printing and cutting make it possible.

This game card series has 1,080 individual cards! It is cost-prohibitive to provide each teacher on your grade level a pre-printed/pre-cut set of cards for each TAKS sub-objective and each pair of students/teams in your classroom.

In order to make this system affordable, we provide one **216 page blackline master** per grade level. Don't worry—you don't have to print and cut all the cards at one time. Print and cut as needed!

↓ **Sample Card Pages (6 different decks)** ↓



Answers to Team 1 Cards

Objective 1

- | | | |
|-------------|-------------|-------------|
| A1 C | B3 ★ | C3 A |
| A2 ★ | B4 B | C4 B |
| A3 B | B5 D | C5 ★ |
| A4 D | B6 B | C6 ★ |
| B1 A | C1 ★ | D1 B |
| B2 ★ | C2 C | D2 D |

Team 2



Answers to Team 1 Cards

Objective 1

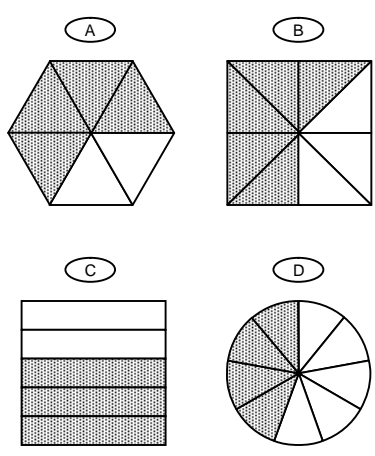
- | | | |
|-------------|-------------|-------------|
| D3 C | E3 ★ | F3 C |
| D4 ★ | E4 B | F4 B |
| D5 A | E5 A | F5 ★ |
| D6 C | E6 B | F6 ★ |
| E1 D | F1 ★ | G1 D |
| E2 ★ | F2 D | G2 C |

Team 2

H1

Which fraction model is less than $\frac{1}{2}$ shaded?

Objective 1



10

Team 2

H2

FREE

Objective 1

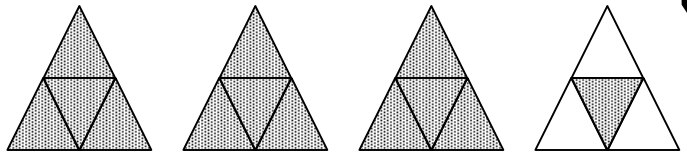
20

Team 2

H3

The model below is shaded to show which fraction?

Objective 1



- | | |
|--------------------|--------------------|
| (A) $\frac{10}{4}$ | (B) $\frac{13}{4}$ |
| (C) $\frac{13}{3}$ | (D) $\frac{16}{4}$ |

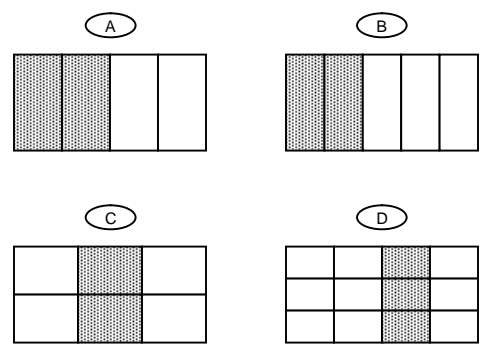
30

Team 2

H4

Which model is shaded to show a fraction that is equivalent to $\frac{1}{4}$?

Objective 1



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Team 2

Multiplication & Division

E1

Ms. Rivera bought 688 ounces of juice for the fourth graders to drink during *Field Day* at her school. The juice will be poured in plastic cups that hold 8 ounces of juice each. How many cups of juice can Ms. Rivera pour?

- (A) 86 cups
- (B) 84 cups
- (C) 78 cups
- (D) 96 cups



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Objective 1

Team 1

Multiplication & Division

E2

FREE



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Objective 1

Team 1

Multiplication & Division

E3

FREE



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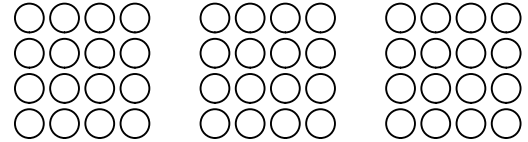
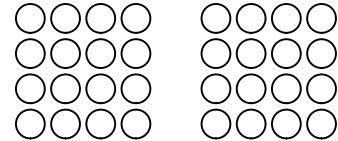
Objective 1

Team 1

Multiplication & Division

E4

Which number sentence best describes the arrangement of the circles below?



10

- (A) $\square = 80 - 5$
- (B) $\square = 5 \times 5$
- (C) $\square = 16 \times 5$
- (D) $\square = 80 + 5$

Objective 1

Team 1

Multiplication & Division

E5

Mr. Gray takes his dog on a 35-minute walk each day. Which number sentence can be used to find the total number of minutes he walks his dog in 1 week?

- (A) $35 - 7 = \square$
- (B) $35 \times 7 = \square$
- (C) $35 \div 7 = \square$
- (D) $35 + 7 = \square$



20

Objective 1

Team 1

Multiplication & Division

E6

Megan earns \$15 each time she babysits her neighbor's children. She earns \$25 each time she mows her neighbor's lawn. How much money will she earn if she babysits her neighbor's children 6 times?

- (A) \$40
- (B) \$150
- (C) \$60
- (D) \$90



30

Objective 1

Team 1

Relationships Between Data Sets

M1

Objective 2

An electronics store is having a sale on video games. The regular price and the sale price of some video games are shown in the table.

Regular Price (\$)	Sale Price (\$)
60	30
50	25
40	20

Which best describes the sale price?

- (A) The sale price is the regular price plus \$30
- (B) The sale price is the regular price minus \$30
- (C) The sale price is the regular price times 2
- (D) The sale price is the regular price divided by 2

30

Team 2

Relationships Between Data Sets

M2

Objective 2

Damarco's math machine changes numbers according to a certain rule.

$$10 \rightarrow \text{In} \left[\begin{array}{c} \text{~~~~~} \\ \text{~~~~~} \\ \text{~~~~~} \end{array} \right] \text{Out} \rightarrow 20$$

$$17 \rightarrow \text{In} \left[\begin{array}{c} \text{~~~~~} \\ \text{~~~~~} \\ \text{~~~~~} \end{array} \right] \text{Out} \rightarrow 27$$

$$22 \rightarrow \text{In} \left[\begin{array}{c} \text{~~~~~} \\ \text{~~~~~} \\ \text{~~~~~} \end{array} \right] \text{Out} \rightarrow 32$$

Which equation describes how Damarco's math machine changes numbers?

- (A) Number In \div 2 = Number Out
- (B) Number In + 10 = Number Out
- (C) Number In - 10 = Number Out
- (D) Number In \times 2 = Number Out

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Team 2

Relationships Between Data Sets

M3

Objective 2

Each number in set X is paired with a number in set Y. The relationship for each pair of numbers is the same.

X	13	21	30	35
Y	6	14	23	28

If given a number in Set X, what is one way to find its paired number in Set Y?

- (A) Subtract 7
- (B) Divide by 2
- (C) Multiply by 2
- (D) Add 7



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Team 2

Relationships Between Data Sets

M4

Objective 2

FREE



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Team 2

Angles, Lines, & Attributes

D1

Ellie drew a figure on the sidewalk with a piece of chalk. The figure had exactly 4 sides and 4 vertices. Which could be the figure she drew on the sidewalk?

- (A) Trapezoid
- (B) Triangle
- (C) Pentagon
- (D) Hexagon



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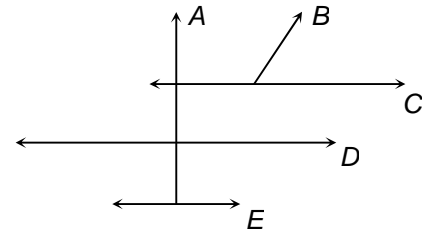
Objective 3

Team 1

Angles, Lines, & Attributes

D2

Look at the diagram.



Which 3 lines are parallel?



(A) A, B, and C

(B) C, D, and E



(C) B, C, and E

(D) A, D, and E



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Objective 3

Team 1

Angles, Lines, & Attributes

D3

Millard's teacher wants him to bring an object to school tomorrow that is in the shape of a rectangular prism. Which object should Millard bring?

- (A) Aluminum can
- (B) Basketball
- (C) Shoebox
- (D) Balloon



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Objective 3

Team 1

Angles, Lines, & Attributes

D4

FREE



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Objective 3

Team 1

Angles, Lines, & Attributes

D5

The pair of lines below form angle H .



Which describes angle H ?



(A) Acute

(B) Right



(C) Straight

(D) Obtuse



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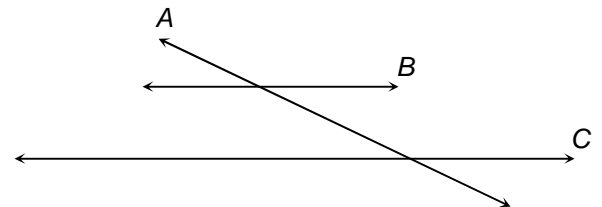
Objective 3

Team 1

Angles, Lines, & Attributes

D6

Which statement about the diagram is true?



(A) Line A is parallel to line B

(B) Line A is perpendicular to line B

(C) Line A is parallel to line C

(D) Line A intersects lines B and C



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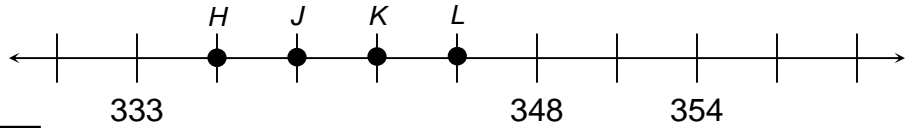
Objective 3

Team 1

Number Lines

M1

Which point represents 336 on the number line?



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- (A) Point H (B) Point J
- (C) Point K (D) Point L

Team 2

Objective 3

Number Lines

M2

FREE



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Team 2

Objective 3

Number Lines

M3

FREE



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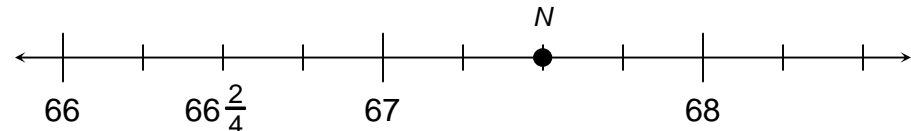
Team 2

Objective 3

Number Lines

M4

Which number does point N represent?



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- (A) $67 \frac{3}{4}$ (B) $67 \frac{1}{4}$ (C) $67 \frac{1}{2}$ (D) $68 \frac{1}{2}$

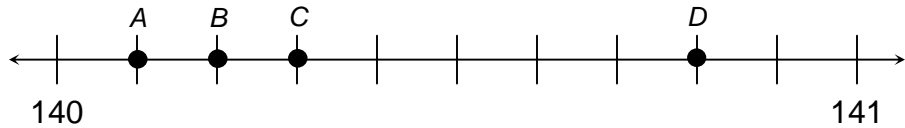
Team 2

Objective 3

Number Lines

M5

Which point represents 140.2 on the number line?



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- (A) Point A (B) Point B
- (C) Point C (D) Point D

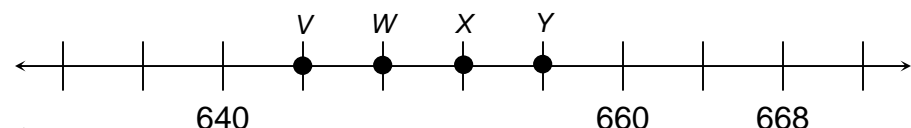
Team 2

Objective 3

Number Lines

M6

Which point represents 656 on the number line?



30

- (A) Point V (B) Point W
- (C) Point X (D) Point Y

Team 2

Objective 3

Combinations

D1

Eric will read from 1 fiction book, 1 nonfiction book, and 1 reference book for homework.

Objective 5

Fiction Books

Nonfiction Books

Reference Books

- Aga's Journey
- Aga & Akiak

- Polar Regions
- Eskimo Life

- Dictionary
- Thesaurus
- Atlas

How many combinations of 1 fiction book, 1 nonfiction book, and 1 reference book are possible?

- 20 (A) 7 (B) 16 (C) 6 (D) 12

Team 1

Combinations

D2

Jovita will choose a cake and cookie from the options shown below. How many combinations of 1 cake and 1 cookie are possible?

Objective 5

Cakes

Cookies

- Lemon Cake
- Spice Cake
- Chocolate Cake
- Carrot Cake
- Vanilla Cake
- White Cake

- Gingerbread
- Shortbread
- Chocolate Chip
- Oatmeal
- Butter Pecan
- Double Fudge



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- (A) 12 (B) 36 (C) 18 (D) 42

Team 1

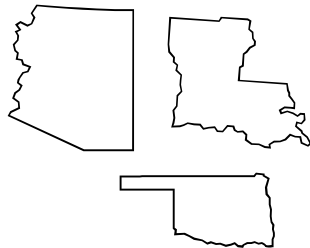
Combinations

D3

Molly is going to color a picture of a state. She can choose 1 color of crayon and 1 state.

Objective 5

- green
- blue
- yellow
- orange
- black



How many combinations of 1 crayon and 1 state are possible?

- 40 (A) 17 (B) 13 (C) 15 (D) 8

Team 1

Combinations

D4

FREE

Objective 5



50

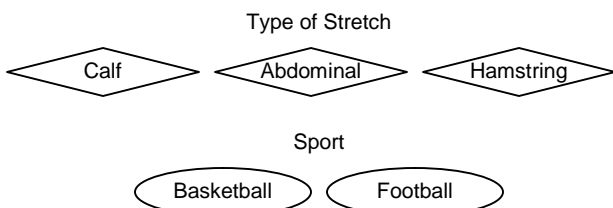
Team 1

Combinations

D5

The diagram shows the types of stretches and the sports from which Earl will choose to do after school today.

Objective 5



How many combinations of 1 stretch and 1 sport are possible?

- 10 (A) 6 (B) 5 (C) 7 (D) 8

Team 1

Combinations

D6

The diagram shows the sizes of cups and the types of beverages Noreen may choose.

Objective 5

Sizes of Cups

Beverages

- small
- medium
- large

- Soda
- Iced Tea
- Fruit Juice
- Water

How many combinations of 1 size of cup and 1 beverage are possible?

- 20 (A) 9 (B) 10 (C) 7 (D) 12

Team 1