

Go Around Activities

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Directions for Go Around Activities

Objectives

- Reinforce and review identifying coin names.
- Reinforce and review identifying coin values.
- Practice finding the value of combinations of coins.

Each **Go Around** card has a statement on the top half and a question on the bottom half. The statement on the top half of the card is the answer to a question on the bottom half of another card.

Each **Go Around** game consists of 12 cards. All twelve cards must be used for the Go Around to be successful. Any card starts the activity. This starting card also ends the activity. The starting card statement answers the last question of the Go Around.

Teams of two students enhance the learning experience. Working with a partner is a way to validate responses. It is less intimidating than participating in the game alone. Students can cue each other when it is their turn to respond. In addition, working in pairs is a simple way to differentiate learning. Pairing a strong student with a student who might need support allows everyone to participate and meet with success.

Materials

- Go Around card for each team
- Coins (pennies, nickels, dimes, quarters)

How to Play

Getting Started

- Give a card to each team (pair) of students. If fewer than 24 students are playing, some teams will get two cards. Teams who receive two cards will still work together as a team, not separately on the individual cards.
- To start the Go Around, select a pair of students to read their card. For example, "Who has 2 nickels?"



- The team with the matching card says, "We have 2 nickels. Who has ____?" The pair with the matching card may choose to say their card in unison or one student may say, "We have ____" and the other student may say, "Who has ____?"
- Play continues in this manner until all cards have been matched.
- Whichever card starts the Go Around ("Who has ____?") will end the Go Around ("We have ____").

Suggestions

- Start the activity by saying: "Agree with your partner on the coin names and coin values on the top (bottom) half of your card."
- You may call on pairs of students to share with the class the information on the top or bottom half of their card. Say to the class: "Thumbs up if you agree."

Game Variation

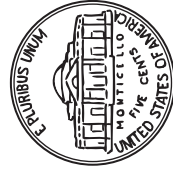
Teams Identify Coin Amounts Instead of Coin Names

- A team identifies the **value** of a combination of coins on the bottom half of their card, asking, for example, "Who has 30¢?" Each team selects a coin or coins from their pile of coins that match that value. The coins may differ from team to team but the value will be the same, such as 3 dimes instead of a quarter and a nickel.
- The team with the matching value says, "We have 30¢." That team then identifies the value of the coin combination on the bottom of their card, saying, "Who has ____?" and the Go Around continues.

We Have



Who Has



We Have



Who Has



We Have



Who Has



Go Around – Card Set 1

We Have



Who Has



Go Around – Card Set 1

We Have



Who Has



We Have



Who Has



We Have



Who Has



We Have



Who Has



We Have



We Have



Who Has



Who Has



We Have



Who Has



Go Around – Card Set 1

We Have



Who Has



Go Around – Card Set 1

We Have



Who Has



We Have



Who Has



We Have



Who Has



We Have



Who Has



We Have



Who Has

We Have



We Have

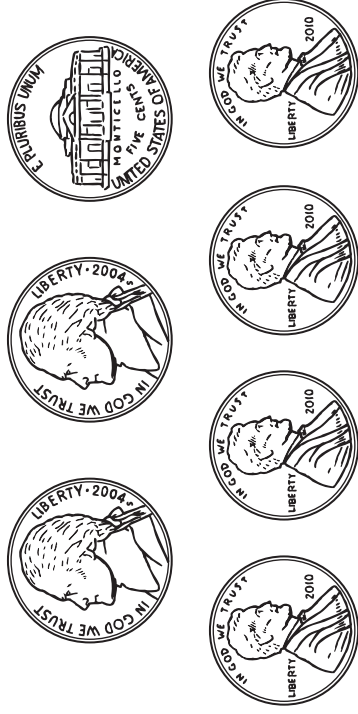


Who Has



Go Around – Card Set 2

We Have



Who Has

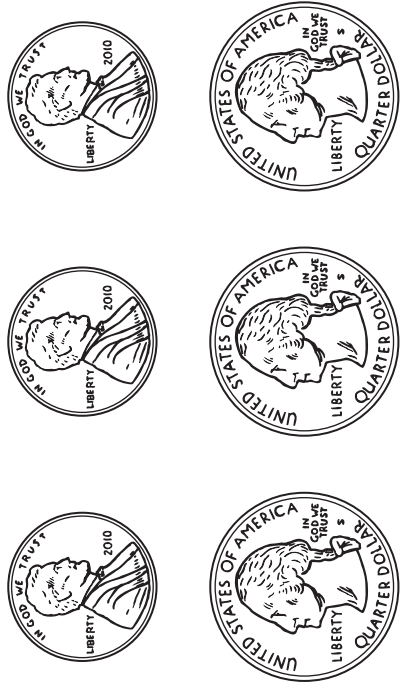


Go Around – Card Set 2

We Have



Who Has



We Have



Who Has



We Have



Who Has



We Have



Who Has

