

MATH DONUTS

A Device To Drill Computation Facts

SUPPLIES NEEDED:

8 sheets of dark, construction paper - or -
8 sheets of dark, contact paper
2 large sheets of light-colored, poster board
12 feet of heavy twine (string)
scissors, rubber cement
lamination (optional)

TO MAKE DONUTS:

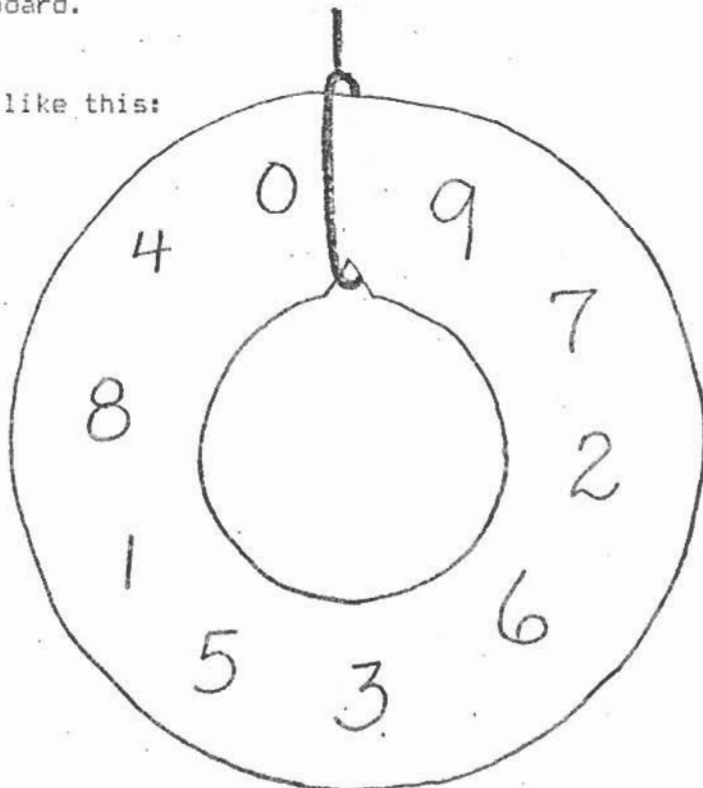
On each sheet of poster board, draw a large circle approximately two feet in diameter. Inside that circle, draw another one (with the same center) that is approximately 1-1/2 feet in diameter. Make a small, V-shaped notch on the inside, top of each donut.

Using the number stencils in the back of this handout, cut out four of each digit on the construction paper or contact paper. NOTE: The stencil digits are purposely backwards. Draw the digit on the back of the contact paper so your tracings will not show on the donut.

Carefully position ten digits around each donut so they are evenly spaced. The digits should be in random order. Do not have a digit directly at the top of the donut or it will be hidden under the string. When you are satisfied with the position of the digits, glue them on. Do the same with both sides of each donut. You may choose to laminate your donuts at this point.

Affix a loop of string around the top of each donut. Make a small loop at the other end of the donut in order to hook it on a map hook above your classroom blackboard.

Your donut should look like this:



TO USE THE DONUTS:

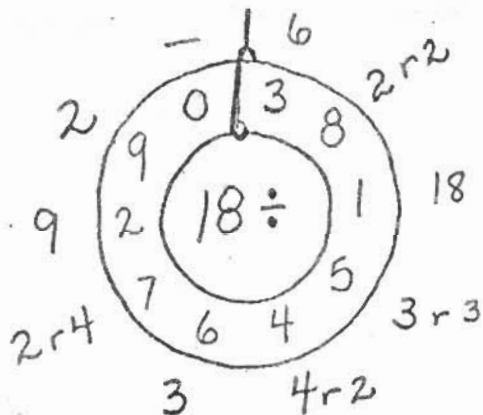
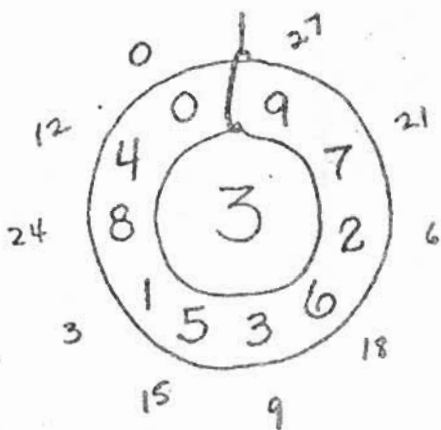
This is a game to be played by a large group or the entire classroom. It does become very noisy unless you set down some ground rules about calling out answers, etc.

Hang the donuts on your chalkboard about five feet apart. Divide the classroom into two teams or have the students compete individually in an elimination tournament. There are advantages to doing it both ways.

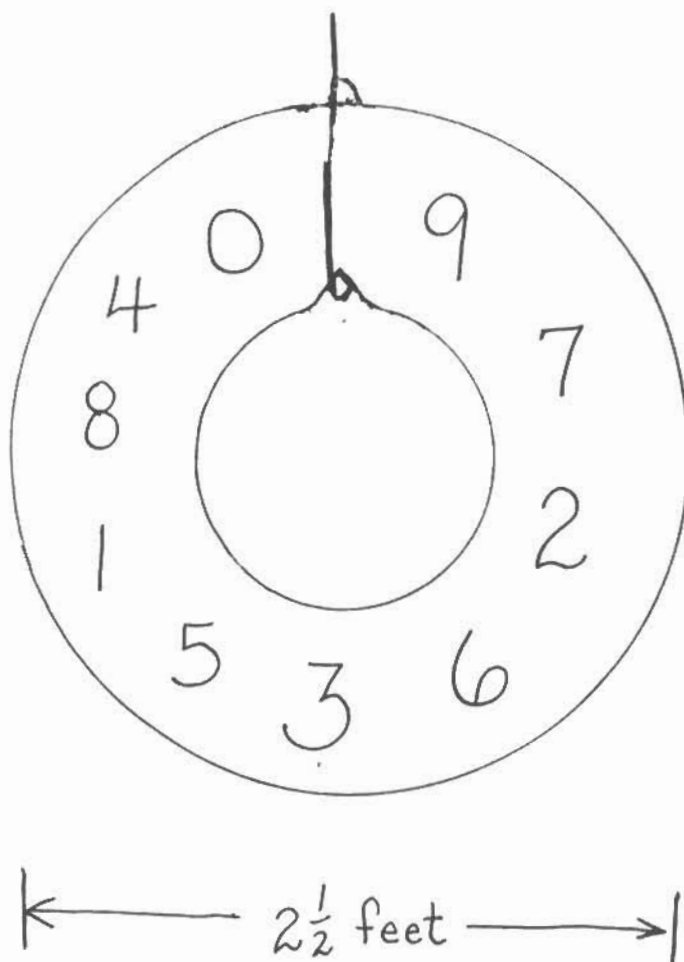
Call up two students, one to stand in front of each donut. They are to face away from the donuts. Each student has a piece of chalk.

The teacher writes a number on the chalkboard inside each donut. It is more fair if both donuts have the same number in them. But occasionally I "stack the deck" by giving maybe an "8" to the faster student and perhaps a "2" to the slower student.

At a signal, the students are to turn around and get all ten of the answers before their opponent does. When the first student finishes, he yells "done". The other student must stop. The teacher checks the answers and declares the winner. If any answer is incorrect, I declare the slower student the winner (this encourages accuracy as well as speed).



Now, lift up each donut and erase the blackboard. You are ready for the next pair of students.



The numbers from 0 to 9 are written at random around each do-nut on both sides. A string is tied to each do-nut to suspend it in front of a chalkboard.

Be sure that all four sides of the do-nuts (both sides of each of the two do-nuts) have the numbers in different orders.

Now, hang the do-nuts about five feet apart on the chalkboard. Divide the classroom into two teams or have the

students compete individually in an elimination tournament. There are advantages to doing it both ways.

Call up two students, one to stand in front of each do-nut. They are to face away from the do-nuts. Each student has a piece of chalk.

As teacher, you write a number on the chalkboard inside each do-nut. It is more fair if both do-nuts have the same number in them. But occasionally I "stack the deck" by giving maybe an "x 8" to the faster student and perhaps a "x 1" or a "x 2" to the slower student.

At a signal, the students are to turn around and get all ten of the answers before their opponent (see illustrations below). They write right onto the chalkboard.

