

### Additional Support Materials

**Activity:** Jeopardy – 5<sup>th</sup> Grade

**TEKS:** 5<sup>th</sup> Grade TEKS

Note: Portions of this lesson address TEKS at other grade levels as well; however, the intent of the lesson fits most appropriately at the grade level indicated.

**Overview:** This game will allow students to review a variety of mathematics concepts.

**Materials:** Timer  
[5<sup>th</sup> Grade Jeopardy PowerPoint Presentation](#)

**Grouping:** 2 groups

**Time:** 30 minutes

**Lesson:**

| Procedures   | Notes |
|--|-------|
| 1. Divide students into two teams and determine which team will go first.  |       |
| 2. Have team members number off so that each team will know who answers first, second, third, etc....<br><br>In addition, designate a member from each team to serve as the scorekeeper for the team. The scorekeeper should keep a written record of each question's results on the team score. |       |
| 3. Advance the first few slides of the Jeopardy PowerPoint. (See the materials list for link to PowerPoint.) These first few slides will remind the players that answers must be phrased in the form of a question. Advance to the slide that shows the game board as shown below.               |       |

| Procedures  |                            |            |             |                     | Notes   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
|---|----------------------------|------------|-------------|---------------------|---|----------------------------|----------|-------------|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| <table border="1"> <thead> <tr> <th>Numbers and Patterns</th> <th>Probability and Statistics</th> <th>Geometry</th> <th>Measurement</th> <th>Numerical Reasoning</th> </tr> </thead> <tbody> <tr> <td><u>100</u></td> <td><u>100</u></td> <td><u>100</u></td> <td><u>100</u></td> <td><u>100</u></td> </tr> <tr> <td><u>200</u></td> <td><u>200</u></td> <td><u>200</u></td> <td><u>200</u></td> <td><u>200</u></td> </tr> <tr> <td><u>300</u></td> <td><u>300</u></td> <td><u>300</u></td> <td><u>300</u></td> <td><u>300</u></td> </tr> <tr> <td><u>400</u></td> <td><u>400</u></td> <td><u>400</u></td> <td><u>400</u></td> <td><u>400</u></td> </tr> <tr> <td><u>500</u></td> <td><u>500</u></td> <td><u>500</u></td> <td><u>500</u></td> <td><u>500</u></td> </tr> </tbody> </table> <p>Read the category names to the students. The categories for the game are as follows:</p> <ul style="list-style-type: none"> <li>• Numbers and Patterns</li> <li>• Probability and Statistics</li> <li>• Geometry</li> <li>• Measurement</li> <li>• Numerical Reasoning</li> </ul> <p>The difficulty of each question is proportional to the point value of the question with 100-point questions being the easiest and 500-point questions being the most difficult.</p> |                            |            |             |                     | Numbers and Patterns  | Probability and Statistics | Geometry | Measurement | Numerical Reasoning | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>200</u> | <u>200</u> | <u>200</u> | <u>200</u> | <u>200</u> | <u>300</u> | <u>300</u> | <u>300</u> | <u>300</u> | <u>300</u> | <u>400</u> | <u>400</u> | <u>400</u> | <u>400</u> | <u>400</u> | <u>500</u> | <u>500</u> | <u>500</u> | <u>500</u> | <u>500</u> |  |
| Numbers and Patterns  | Probability and Statistics | Geometry   | Measurement | Numerical Reasoning |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| <u>100</u>  | <u>100</u>                 | <u>100</u> | <u>100</u>  | <u>100</u>          |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| <u>200</u>  | <u>200</u>                 | <u>200</u> | <u>200</u>  | <u>200</u>          |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| <u>300</u>  | <u>300</u>                 | <u>300</u> | <u>300</u>  | <u>300</u>          |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| <u>400</u>  | <u>400</u>                 | <u>400</u> | <u>400</u>  | <u>400</u>          |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| <u>500</u>  | <u>500</u>                 | <u>500</u> | <u>500</u>  | <u>500</u>          |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 4. The first player from the team chosen to go first will select a category and value from the game board. For example, the student might select “Numbers and Patterns for 100.”  |                            |            |             |                     |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 5. The teacher clicks on the value under that category, and the question projects on the screen.  |                            |            |             |                     | Modifications might allow the player to discuss the question with the entire team; however, this discussion could create an environment in which the more outgoing team members engage and the less outgoing team members disengage. Use your own discretion as to which method will work best for your students. |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| The player selecting the question has 10 seconds to discuss the question with the team member next in line and to provide an answer.  |                            |            |             |                     |   |                            |          |             |                     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |

| <b>Procedures</b>   | <b>Notes</b>  |
|---|---|
| <p>6. A correct answer will earn the team the point value of the question. An incorrect answer will cause the team to lose the point value of the question.</p>   | <p>Since the 5<sup>th</sup> grade TEKS do not deal with negative integers, teams may not go below 0 points.</p>                   |
| <p>7. If the question is missed, the opposing team is afforded the opportunity to answer the question correctly.</p> <p>Again, 10 seconds is allowed. If the question is answered correctly, points are given or taken away from the opposing team accordingly; however, the team may elect not to answer.</p> <p>Questions must be answered within 5 seconds after the 10-second time limit or the team will lose the point value of the question.</p> |   |
| <p>8. When a correct answer is given or if both teams miss the question, the teacher should click the screen and the correct answer will be displayed for the students. Then, one additional click returns the PowerPoint to the game board for the next selection.</p>   |   |
| <p>9. Each player takes a turn in sequence and should be encouraged to make use of the 10 seconds to discuss the question and possible answers with the next player prior to answering.</p>   |   |
| <p>10. Two “Daily Doubles” will appear somewhere in the game. A correct answer will earn double the point value of the question, and an incorrect answer will lose double the point value of the question for the team.</p>   | <p>You might choose to let the team risk more points than the point value of the question based on their current point total.</p> |
| <p>11. After all questions in each category have been asked, a “Final Jeopardy” question will be asked of both teams simultaneously. Prior to reading the question, each team will have 30 seconds to discuss and determine the point value of the question for their team. They may determine its value from 0 points</p>  |   |

| Procedures   | Notes |
|--|-------|
| <p>up to and including the number of points their team has accumulated during the game. Each team will write down the point value that they have selected.</p> <p>Once the question is asked, each team will have 30 seconds to discuss and determine the “Final Jeopardy” response for their team. The team should write the response and wait for the teacher to call for the answer. Correct/incorrect answers will gain/lose the point value of the question as previously determined by the team.</p> |       |
| <p>12. The team with the most points after the “Final Jeopardy” question is complete is the winner.</p>  |       |

**Assessment:** Assessment is done throughout the game as groups discuss the questions and answers.

**Modifications:** If you don't have access to a computer projector in your classroom, you can print the questions on index cards and place them in an index card file with tabs for the 5 categories. Each card will be labeled with the point value for that question. Randomly designate two questions as the “Daily Double” questions before the game begins.

In order to ensure that all students are engaged and on task, you can have all members of the team write the answer to the question on paper instead of having one person answer each turn. The team would receive the points only if a certain predetermined number of team members gets the correct answer.

**Extensions:** Assign a category to each group of students. Have each small group generate 100, 200, 300, 400, and 500 point questions for that category, including the correct answer and 3 distractors. These questions can then be added to the 5<sup>th</sup> Grade Jeopardy game so that the questions can be varied from game to game. You could also create other categories and have groups generate questions to add to the database.

**Resources:** An Internet search for the keywords "Jeopardy template" will identify several options where you can download an electronic template to create your own Jeopardy games.