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"Fast Pass to Engagement" Icebreakers

- **Greatest Common Factor Icebreaker**

Set-Up: Students are in groups of four or five. Each group needs a piece of paper and a marker.

Your task is to find your group's "Greatest Common Factor." Remember that to be a common factor every member must have that trait. Let's see which group can come up with the Greatest Common Factor…not just something boring, like 'we all are girls' or 'we all have legs.' You can do better than that!! Once you figure out your group's GCF, come up with a group name. Write your group name on your paper. After each group shares, I will award a prize to the group with the Greatest Common Factor….So get creative and start asking each other questions so that you can find your Greatest Common Factor!

Allow students a few minutes to brainstorm and ask each other questions.

Ask a representative from each group to share their GCF and group name. Write on board.

Award the "Greatest Common Factor" Award.

- **Band Together and You Will Get to the Top! Icebreaker**

Setup: Each group will need a rubber band with four or five 12 inch strings tied to it and 10 stacked cups. The cups have numbers (3, 7, 11, 23, 15, 9, 24, 12, 8, 1) written on them. The number 1 cup has "Who was your least favorite teacher ever and why?" written inside of it. Students are in groups of four.

Draw on the board (or project)

Number 1

Even Numbers

Numbers divisible by 3

Prime Numbers
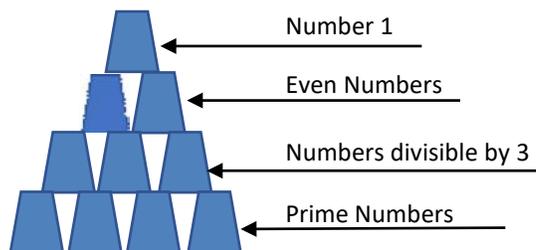
Your task is to work as a team and build a cup pyramid. The only problem is that you are not allowed to use your hands. Instead, you will use this tool. (Show rubber band with strings.) **You'll have to work together to build a cup pyramid. Oh and there is one more catch…The bottom row can only have cups with prime numbers on them. The next row has numbers that are divisible by 3; the next row has only even numbers and the top of the pyramid is the number 1!**

Allow students to start building. (Teams that finish early can answer ice breaker question written on the inside cup #1.)

- **Name that Number**

Load the file "Name that Number.ppt" onto the computer. (The file is available at *https://tinyurl.com/y9wpku52* *). Break class into teams of 3 or 4. Each team gets a whiteboard and a dry erase marker.*

Follow slide directions.

Slide 2: **Tell your group members your name and the style of music you like (ie country, jazz, hip-hop, rap, rock)** (Allow time for discussion)
Slide 3: **Now we are going to play a game called "Name that Number." Let's go over the directions together.** (Call on students to read each direction.)
1. Listen to each music clip
2. Inside each clip is a hidden number
3. Whisper with your group members to see who knows the song.
4. Use the hidden number to solve the clue you see.
5. Write your group's answer on the whiteboard.
6. When I say "Name that Number" hold up your team's whiteboard for points!
Slide 4: (Press sound button for game show music)
Slide 5: **We're going to do a practice round to warm up.**
Slide 6: (Press sound button for "99 Red Balloons" music clip)
Slide 7: **The answer is 9...99 red balloons divided by 11**
Slide 8: (Press sound button for "Firework" music clip)
Slide 9: **The answer is 36...6 feet squared**
Slide 10:(Press sound button for "Seasons of Love" music clip)
Slide 11: **6...525,600 minutes**
Slide 12: (Press sound button for "Twenty-two" music clip)
Slide 13: **18...Feeling 22-4**
Slide 14: (Press sound button for "Apologize" music clip)
Slide 15: **10...The absolute value of 10**
Slide 16:(Press sound button for "867-5309" music clip)
Slide 17: **The answer is 9,035,768...867-5309 backwards**
Slide 18: (Press sound button for "1000 years" music clip)
Slide 19: **1.0 times 10 to the 3rd power...1000 years**
Slide 20:(Press sound button for "Hit Me Baby One More Time"music clip)
Slide 21: **The answer is -1. The opposite of 1.**
Slide 22: (Press sound button for "I'm Gonna Be" music clip)
Slide 23: **The answer is 2,640,000 feet...500 miles x 5280 feet in a mile**
Slide 24: **You may have noticed that different people knew different songs. Some people are quick with the clues. Some people like writing the answers or organizing the team. Everyone has a special talent and We all do better when we work together.**

Tally up team points and award a winner!

- **"Sum" Plans are Better Than Others Icebreaker**

Setup: Prepare at least 2 sets of 30 single digit numbers and their sums. (3 sets included below) Students work in groups of four. Project a timer on the board. (A free one is available online at http://ipadstopwatch.com/full-screen-stopwatch.html) Each student has paper and pencil.

Set 1	Set 2	Set 3
6	9	4
3	5	5
1	8	8
2	7	6
1	6	5
5	4	4
6	6	9
9	8	6
4	2	6
9	4	4
8	3	7
6	8	1
8	9	5
9	8	2
4	7	7
3	1	7
4	9	6
2	3	7
8	9	8
3	1	2
3	2	4
7	8	6
9	4	7
2	2	9
3	8	2
7	9	3
1	7	4
8	6	1
4	7	9
8	4	2
Sum=**153**	Sum=**174**	Sum=**156**

Share with your group members your name and what you had for breakfast this morning. (Allow time for sharing.)

We're going to have a little race. I am going to read a list of numbers. I want you to add them as quickly as possible. When you have the answer, look up and jot down your time. You want to add them up as quickly as possible. We'll see who can add the numbers correctly with the fastest time in each group.

Read the numbers aloud as students write them down. Wait a few moments. When everyone is done announce the correct sum.

Share with your group members your accuracy and your time. Now, the person in each group with the fastest time raise your hand. Share with your group any strategies that you used to add the numbers. (After the groups have discussed, ask each group to share strategies.)

Now, we're going to do it one more time. Read the numbers aloud as students write them down. Wait a few moments. When everyone is done announce the correct sum.

Did your time improve? Was there a new winner in your group? Discuss in your group why your times changed. (Practice, Better Strategies)

In math, there can be more than one way to solve the same problem. Some are more efficient than others. It's best to come up with a strategy. Your times should have improved because you had practiced the activity once before. In math, we get better if we practice!

- **Don't Judge Our Textbook By Its Cover**

Setup: Students should be paired up. Students should stand and face their partners.

Take a moment and introduce yourself.

We all are told that we shouldn't judge a book by its cover…but we often do. When we meet new folks, we make immediate assumptions. Sometimes we're right and sometimes we're wrong. We're going to do an activity today called a Visual Interview. Partner A is the person closest to the door. Partner B is the other partner. We'll take turns answering questions. I will ask a question. The first partner will look at his partner and decide if he thinks the answer is Yes or No, just by looking and then nod or shake his head.

Partner A…Look at your partner. (You're going to shake your head "Yes" or "No" to these questions.) Do you think Partner B…..

1. **Stays up past midnight most nights? (Partner B tell them if they're correct!)**
2. **Does his own laundry?**
3. **Knows how to floss?** (BTW, this is a dance.)
4. **Has a tatoo?**
5. **Plays a musical instrument?**

Partner B…Now, it's your turn. Look at your partner. (You're going to shake your head "Yes" or "No" to these questions.) Do you think Partner A…..

1. **Has ever run a 5K? (Partner A tell them if they're correct!)**
2. **Has ever solved a Rubik's Cube?**
3. **Would rather go to the dentist than take a math test?**
4. **Speaks a foreign language?**
5. **Knows how to surf?**

Raise your hand if you got all the questions right about your partner. You can see that we are often wrong when we judge people and the only way we really get to know someone is to talk with them! I am going to encourage you to talk this semester! Get to know your neighbor. In fact, take a minute to jot down each other's names and contact information. Maybe you can get together on "Group Me" or meet regularly to study?