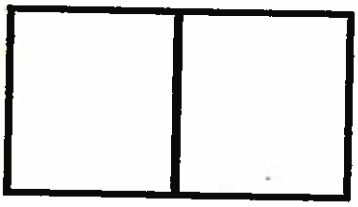
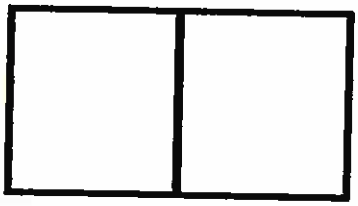
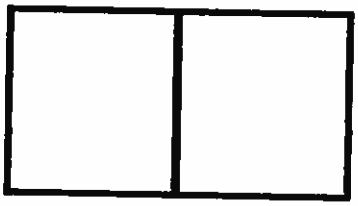
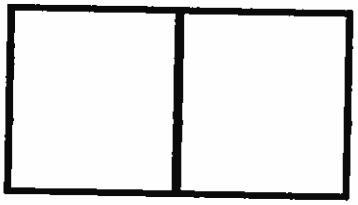
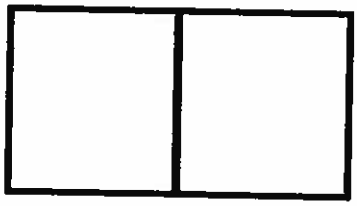
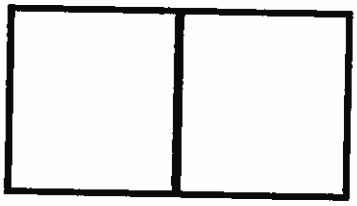
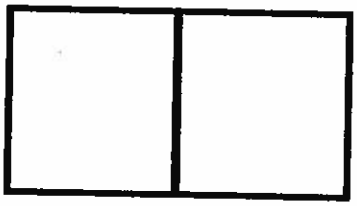
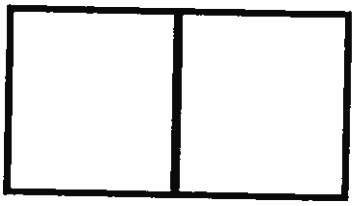
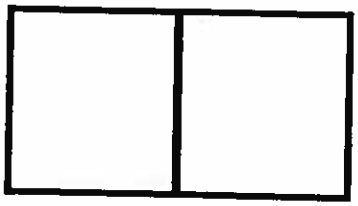
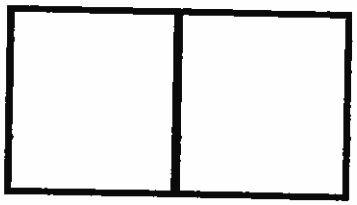
★ Domino Dice Match ★
★ Plus Minus Match ★
★ Beginners Predictors ★

	Player 1	Player 2
1		
2		
3		
4		
5		

Speed Bumps

Objectives

subtraction facts
multiples of five
subtraction with exchange

Materials

dominoes – double six or
double nine
paper and pencil

Procedure:

Speed Bumps is best played with a small group. You win if you are the first player to reach zero. Start off each player with fifty points. Now shuffle a set of dominoes, and place them face down between the players. The players alternate turns drawing dominoes one at a time, and subtracting their domino from the amount of points they have.

Keep a running total until a player reaches zero. The last subtraction does not need to be exact. For example, if a player has three points, and draws a domino with four spots, he still wins. In other words, going below zero is acceptable. First player to zero wins.

Sounds simple? No, there is a small problem. As a player, you must avoid landing on a speed bump (a multiple of five) as you approach zero. If you land on a multiple of five (any number ending in "5" or "0"), you must return to fifty, and start over.

Variation:

Play the game using double nine dominoes, and starting with seventy - five points. This will give you several opportunities to subtract two digit numbers with, and without regrouping.

Search for Ten

Players: 1 – 4 players

Materials: A-9 cards

How to Play:

- Shuffle a deck of cards. Place 16 cards face up in a four by four design. Remove two or more cards which have a sum of ten. Keep these cards as winnings, and replace them with new cards. Place the new cards in the same space as the cards which were removed.

- Go through the entire deck, and count the cards collected. This is your score. High score wins. Play for other totals such as 11 – 18.

1. OA.8

*Adapted from Matters Moth, July 2014

Fingers

Players: Class

Materials: None

Objective: To add fingers quickly

How to Play:

Two players face each other, hands behind their backs. On the count of 3, both players show their hands with fingers extended.
Players add the fingers on all the hands. Whoever calls out the correct sum first wins.
Move to another player in the room.

Variations:

- A simpler version could work with just using one hand.
- A harder version could involve multiplication of one person's hands times the other person's hands.
- Three people could be in the group.

3.OA.7
2.OA.2
1.OA.8

Four Sums in a Row

Topic: Addition facts

Object: Cover four numbers in a row.

Groups: 2 pair players

Materials

For each group:

- *Four Sums in a Row* Gameboard A, p. 14
- 2 paper clips
- Different-colored marker for each pair

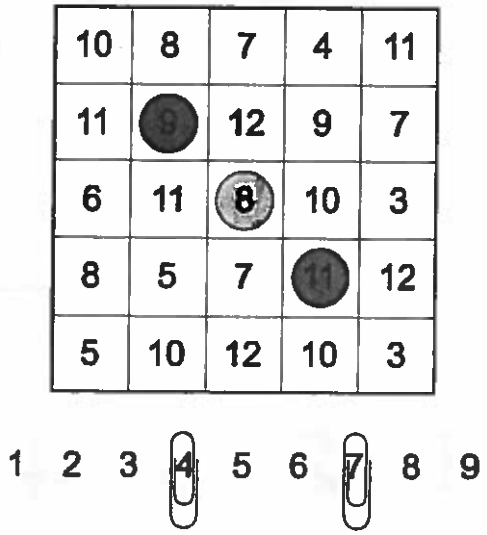
KEY STANDARD

Fluently add and subtract within 20, using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.B.2)

Directions

1. The first pair places two paper clips at the bottom of the gameboard, indicating two addends, adds the two numbers, and places a marker on the resulting sum.
2. The other pair moves *only one* of the paper clips to a new addend, adds the two indicated numbers, and places a marker on that sum. (It is permissible to have two paper clips on the same addend.)
3. Play continues with pairs alternating turns, moving one paper clip each time, adding the numbers, stating the fact, and placing markers on the gameboard.
4. The first pair to have four markers in a row horizontally, vertically, or diagonally wins.

Tips *For players feeling insecure with the facts, allow three in a row to win. Use Gameboard B to practice sums through 18.*



Making Connections

Promote reflection and make mathematical connections by asking:

- Was it difficult to block your opponent? Why or why not?
- What strategies helped you line up your markers in a row?

Four Sums in a Row

Gameboard A

10	8	7	4	11
11	9	12	9	7
6	11	8	10	3
8	5	7	9	12
5	10	12	10	3

1 2 3 4 5 6 7 8 9

Matching Sums

Topic: Addition facts

Object: Create matching sums.

Groups: Whole class as pair players or small group

Materials

For each group:

- *Matching Sums* Recording Sheet, p. 10
- Number cube (1–6)
- Calculator (for determining score)

Directions

1. Leader rolls the number cube and calls out the number rolled.
2. Each pair writes the number in one of the nine cells on the recording sheet. Once a number is recorded, it cannot be changed.
3. Leader continues rolling the number cube, and pairs enter the rolled number in the same nine-cell grid.
4. After nine numbers have been called and recorded, pairs add their numbers and write the sums in the circles adjacent to each row, column, and diagonal. Each pair should have eight sums.
5. Sums that have no matches are eliminated (crossed out). Only matching sums are totaled to determine each pair's score. (Access to calculators seems appropriate.)
6. The pairs with the highest totals are the winners.

Making Connections

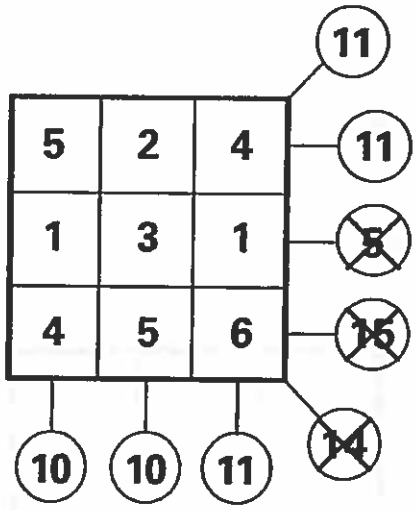
Promote reflection and make mathematical connections by asking:

- What strategy helped you make matches?
- When you play this again, what will you do differently?

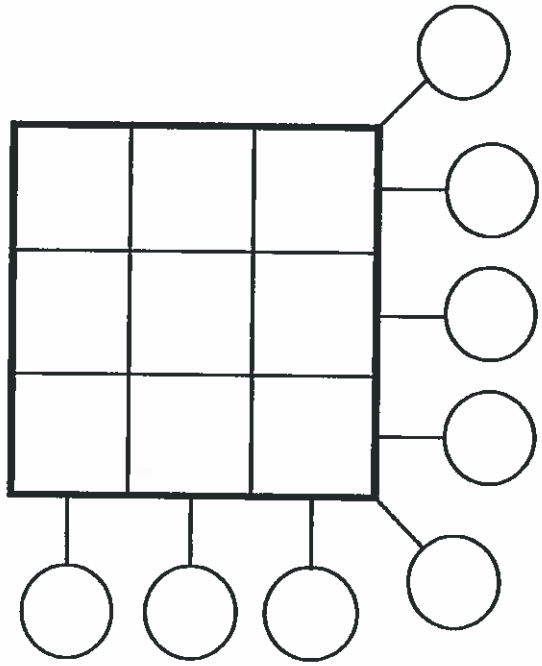
KEY STANDARD

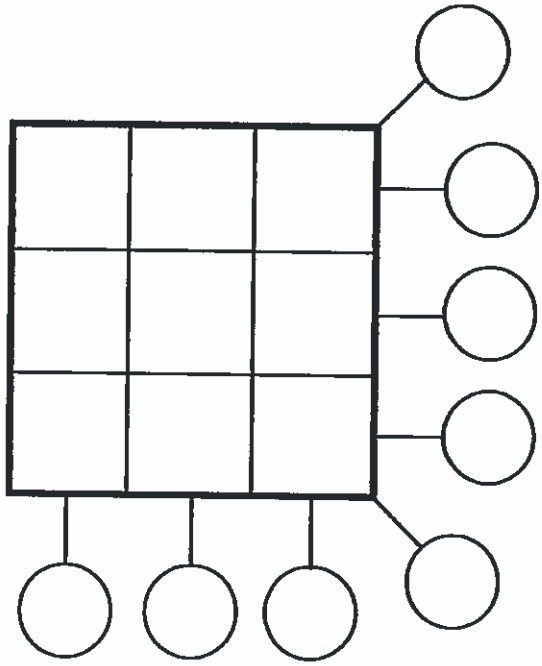
Fluently add and subtract within 20, using mental strategies. By end of Grade 2, know from memory all sums of two-digit numbers. (2.OA.B.2)

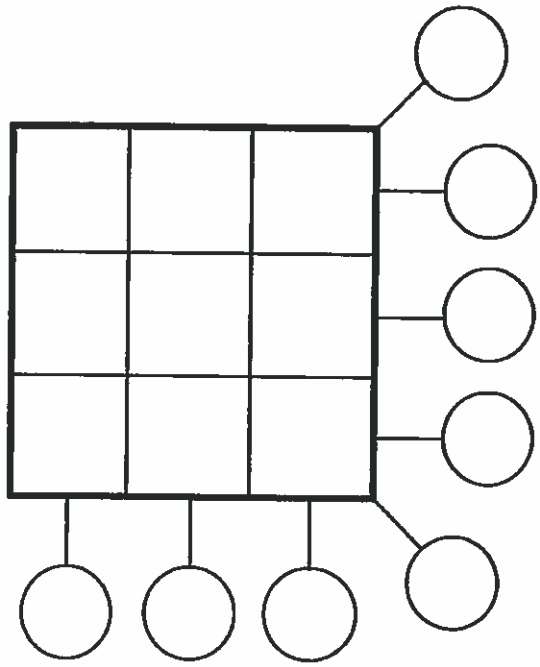
Tip *As students gain competence, use Digit Cards 1–9 to identify the number for the cells.*

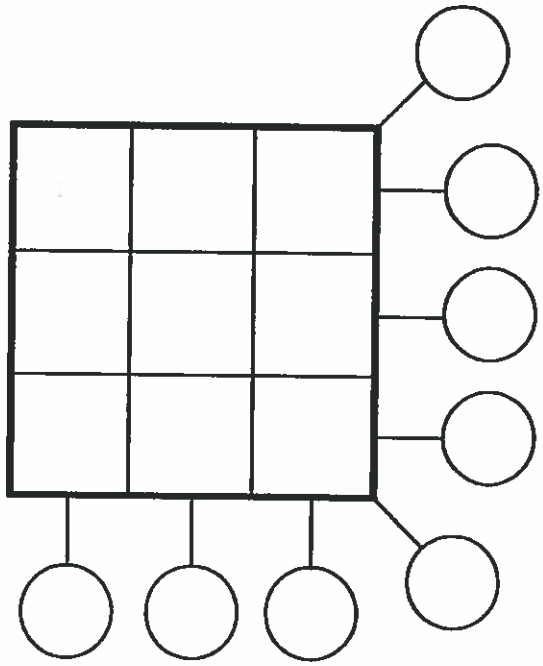


Matching Sums

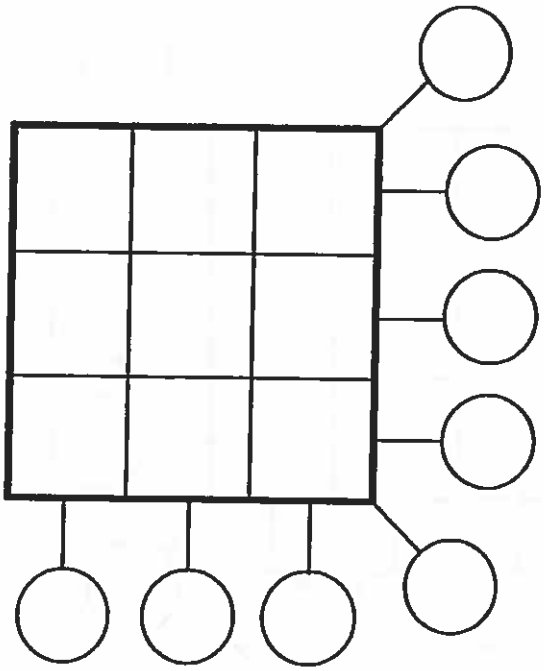


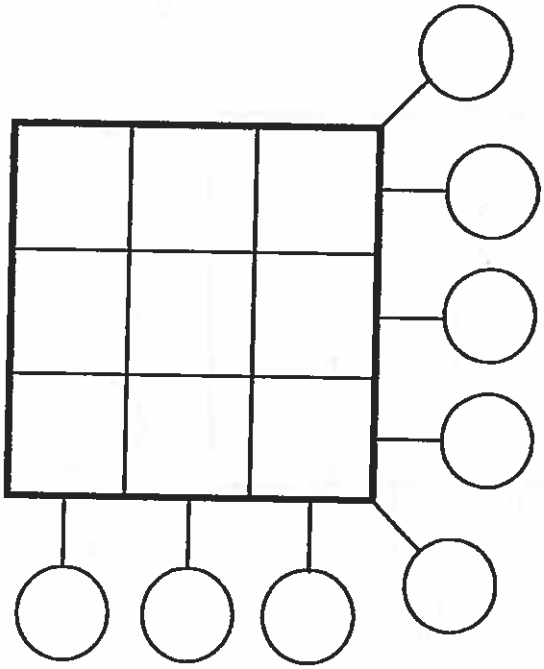


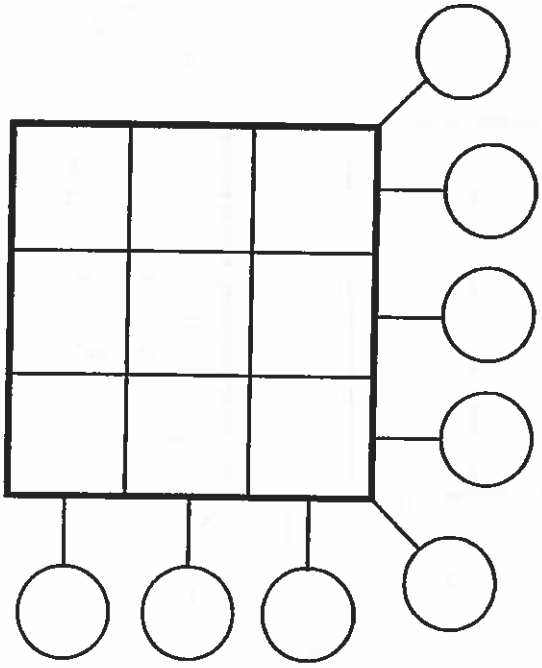


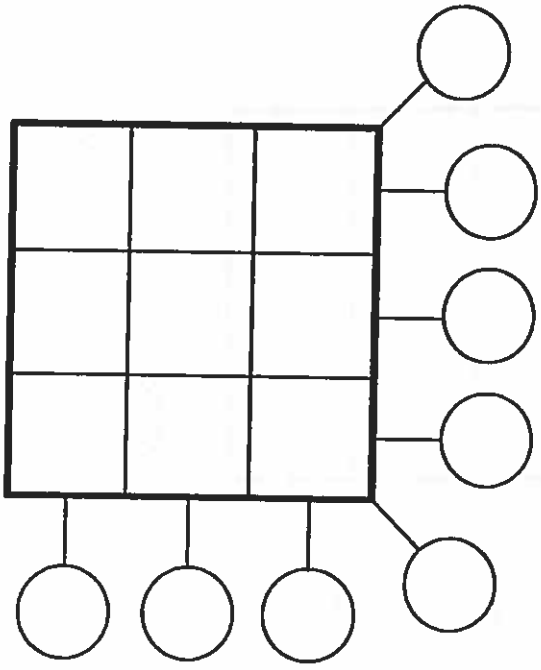


Matching Sums

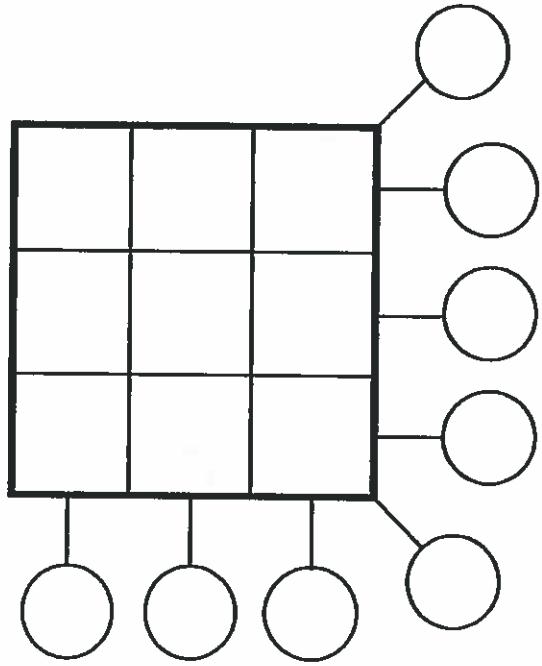


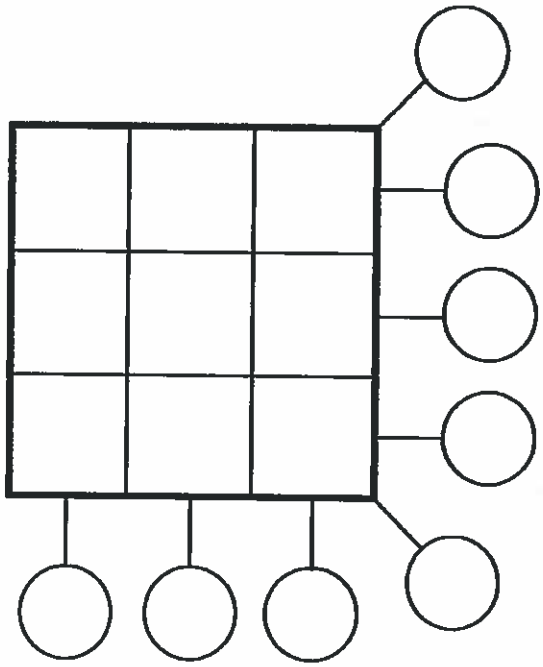


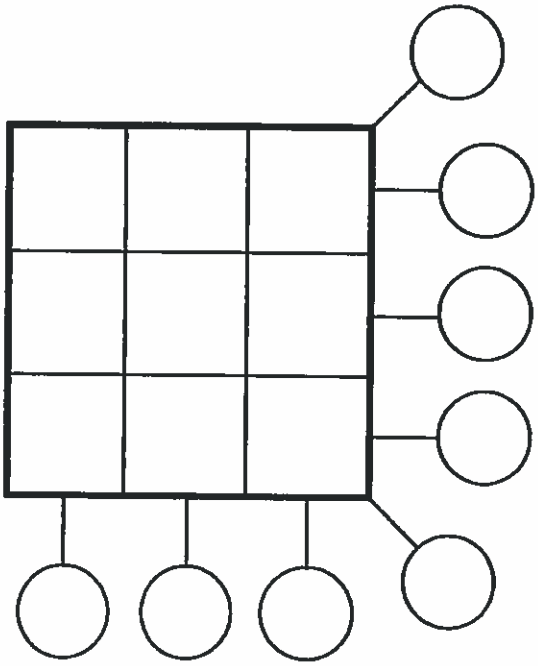


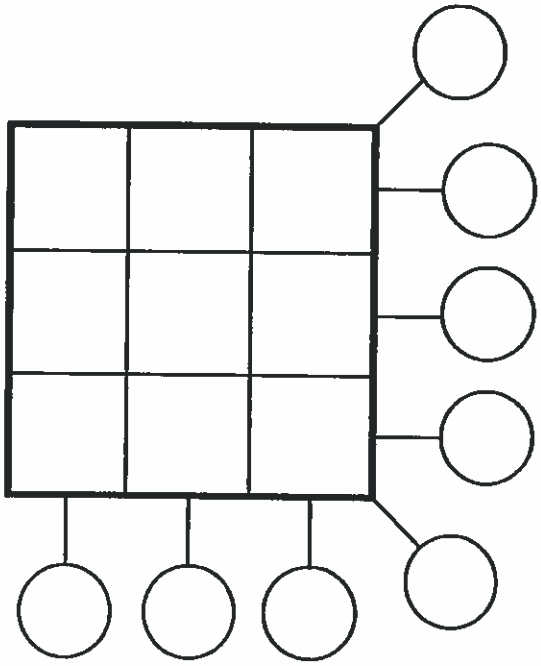


Matching Sums







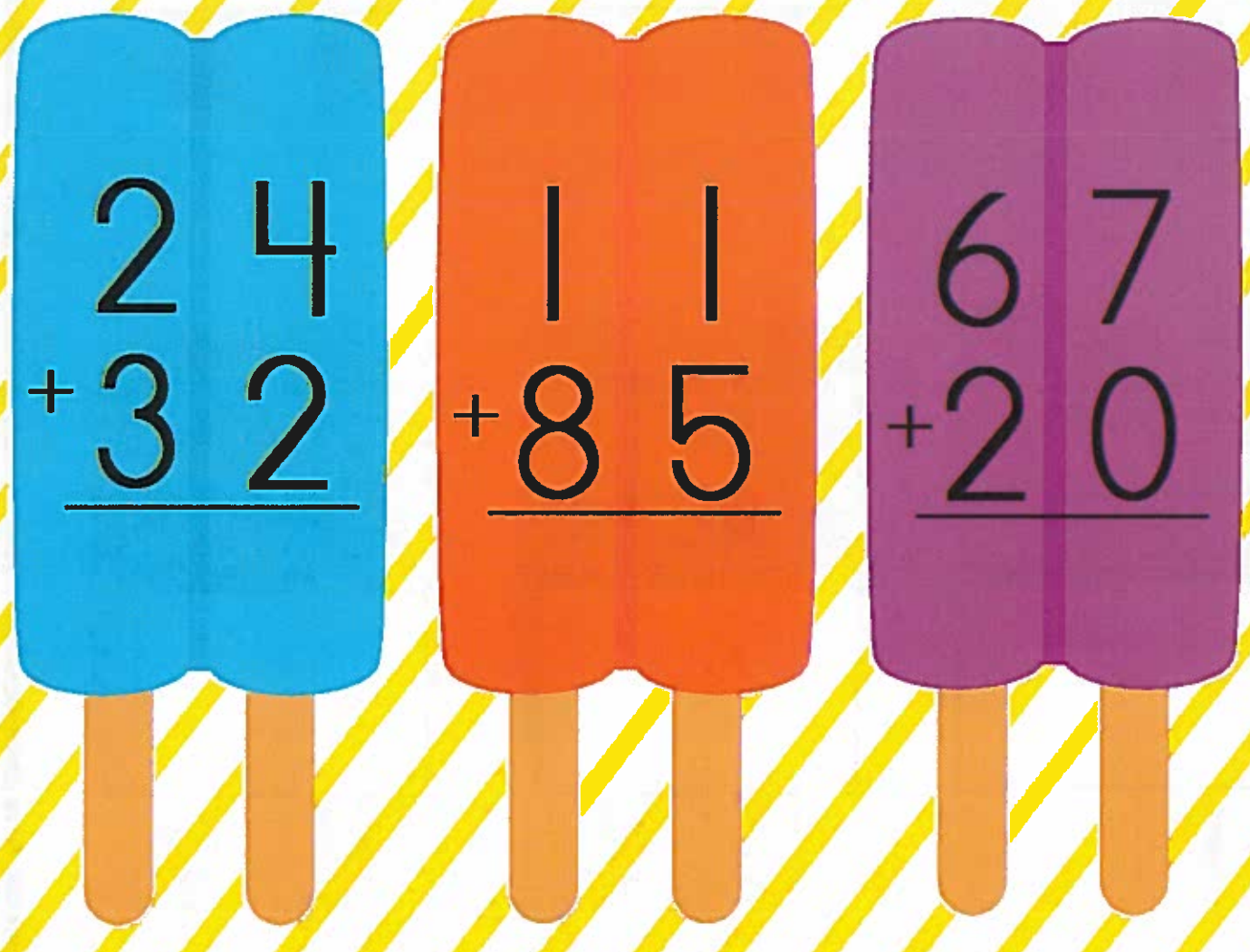


Set 1

An EASY-to-assemble File Folder Activity

Double Digit Addition

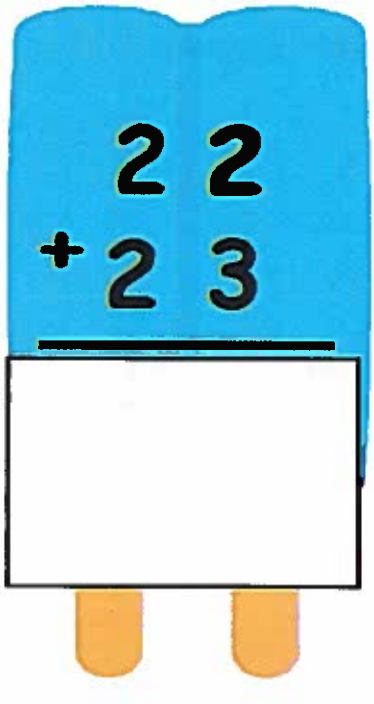
Without Regrouping

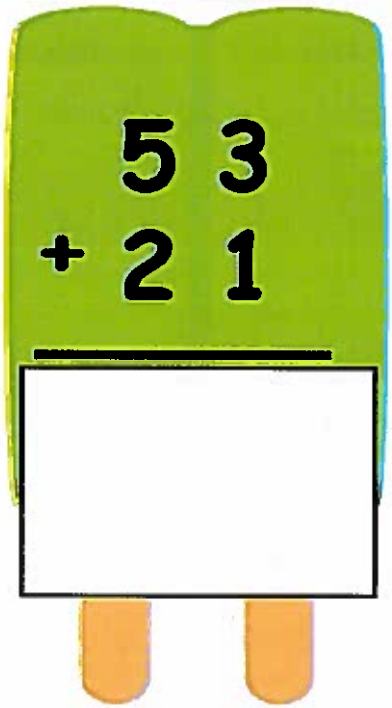


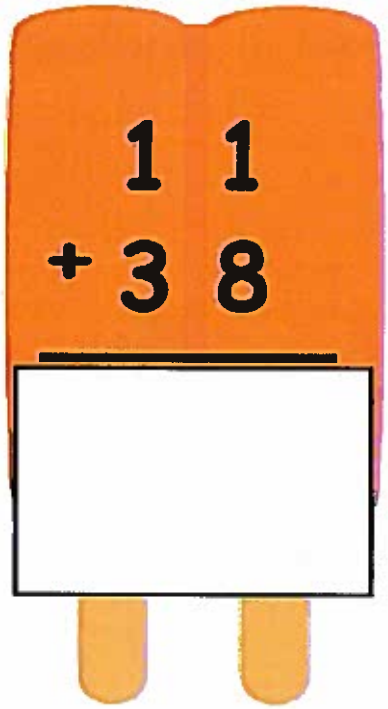
Double Digit Addition

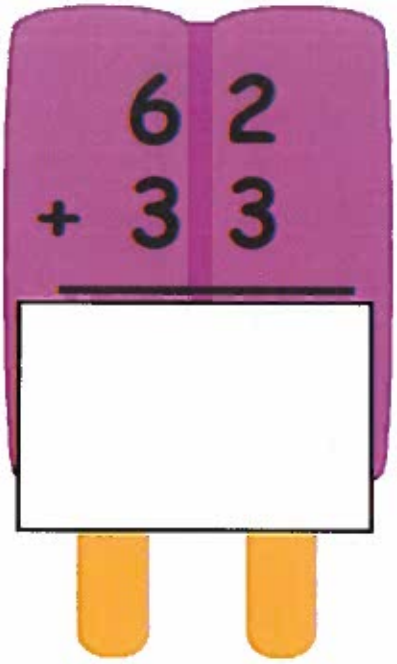
File Folder Insert Tab
(Cut & glue onto a LETTER size folder.

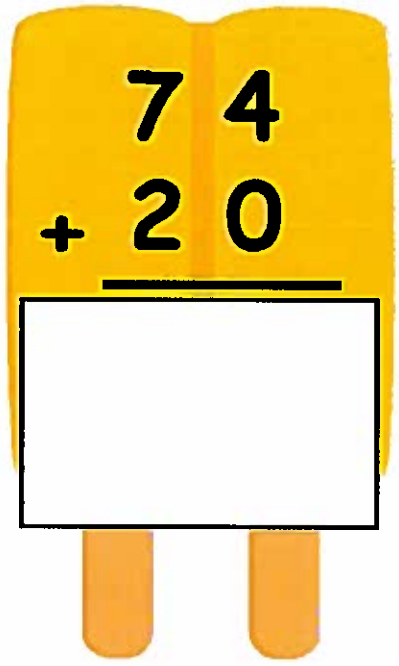
Add the digits. Find the correct answer card.



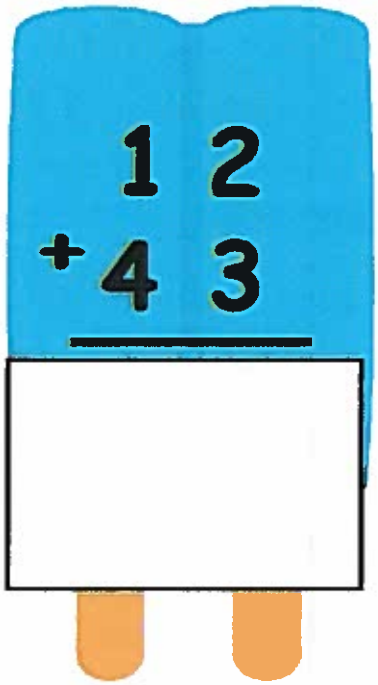


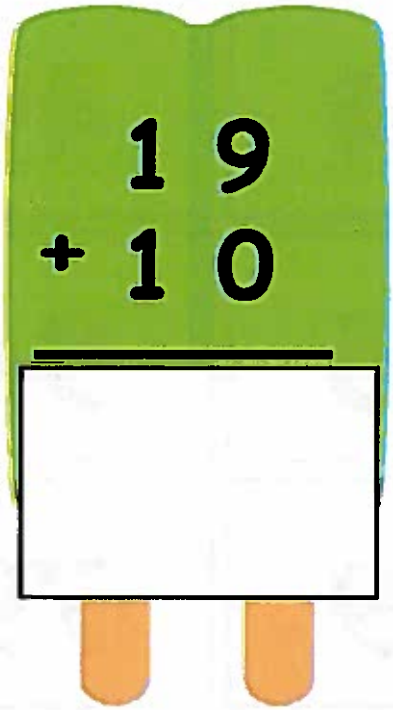


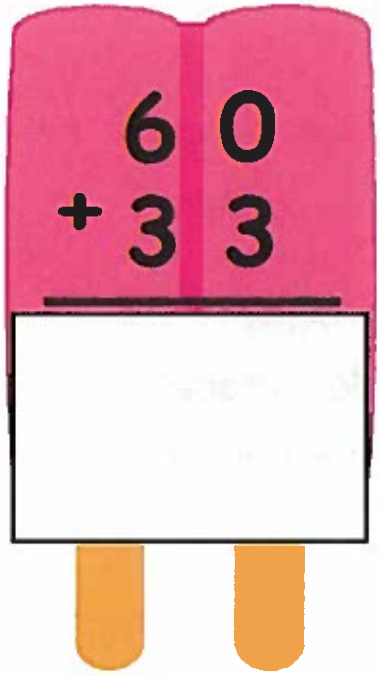


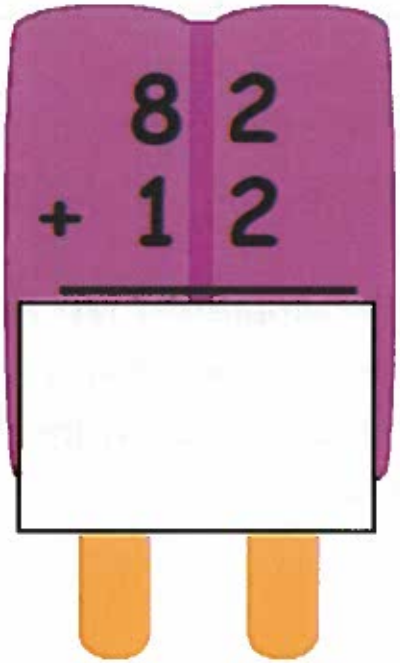


Add the digits. Find the correct answer card.

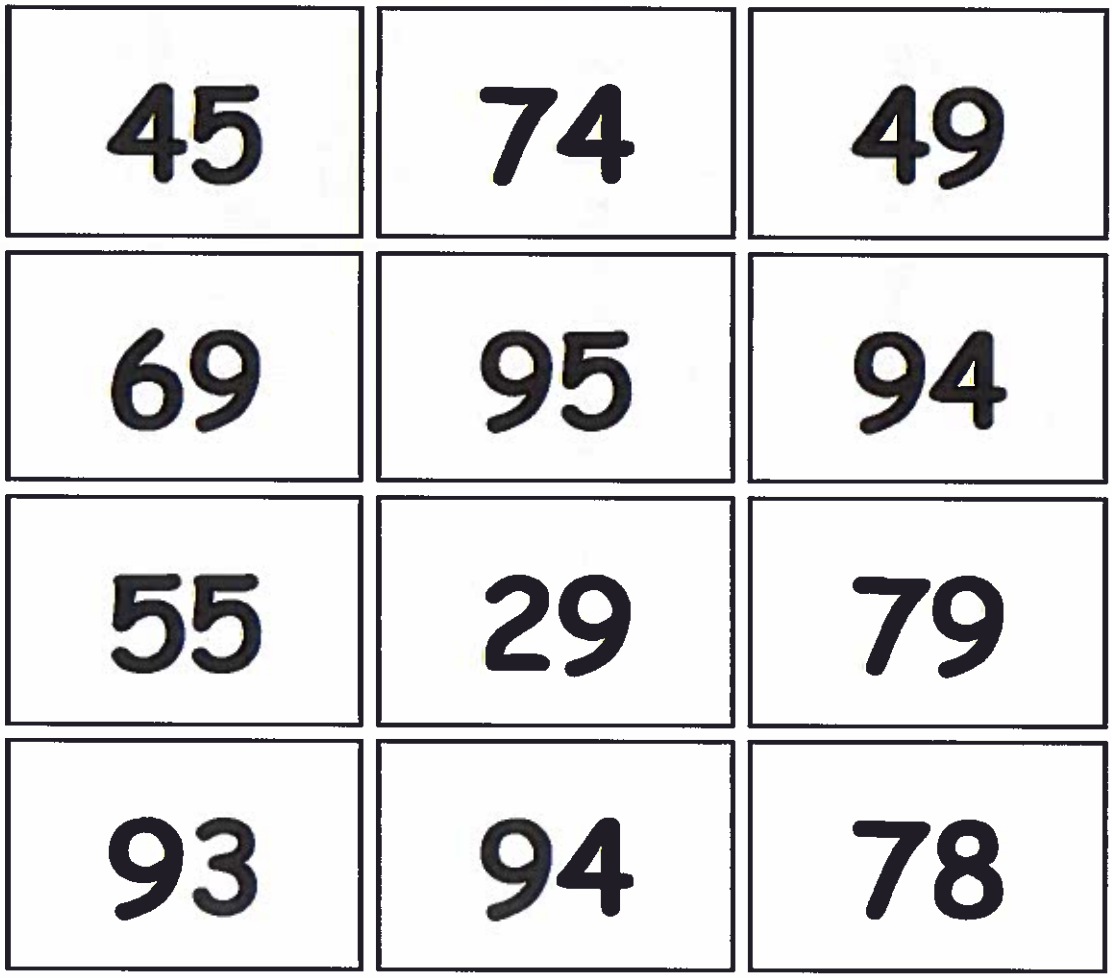








Cut out each number card and laminate. Place a small piece or dot of hard-side velcro on the center back of each laminated card.



Directions: Print on white cardstock paper. Trim front cover and inside pages as needed to fit a LETTER size file folder. Glue into file folder.

Laminate number cards and completed file folder. Add soft-side velcro in the center of the white rectangle. Place a matching piece of hard-side velcro on the back center of each laminated number card.

Enjoy!

Go for 200

Players: 2 – 4 players

Materials: 2 dice

How to Play:

- Roll a pair of dice, and use the numbers on the dice to form a two digit number. Roll again, form a second two digit number, and add it to the first one. You **must** roll five times in all, adding on each time after your roll.

- The sum of the five numbers must be less than 200. The player closes to 200 without exceeding it wins.

3.NBT.2

2.OA.6

*Adapted from Math Matters, April 2015

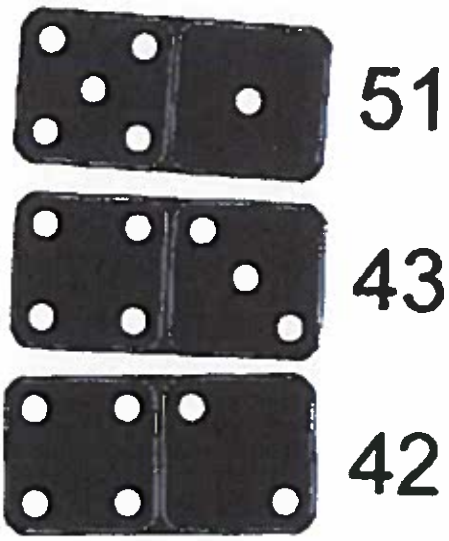
Domino War

Players: 2-4 players

Materials: Dominoes

How to Play:

- Place a set of dominoes face down on a table, and shuffle them. Pick one of them to make a two digit number. The player with the highest number wins and collects the dominoes from the other players.



- Go through the entire set. The player with the most dominoes wins.

Variations: Use four or six dominoes to compare larger numbers.

1.NBT.3

*Adapted from Math Matters, May 2015

PLACE VALUE LINE UP

LEVEL: 3 - 5

SKILLS: ordering place value, logical reasoning

PLAYERS: 2

EQUIPMENT: One set of dominoes, one gameboard (see reproducible)

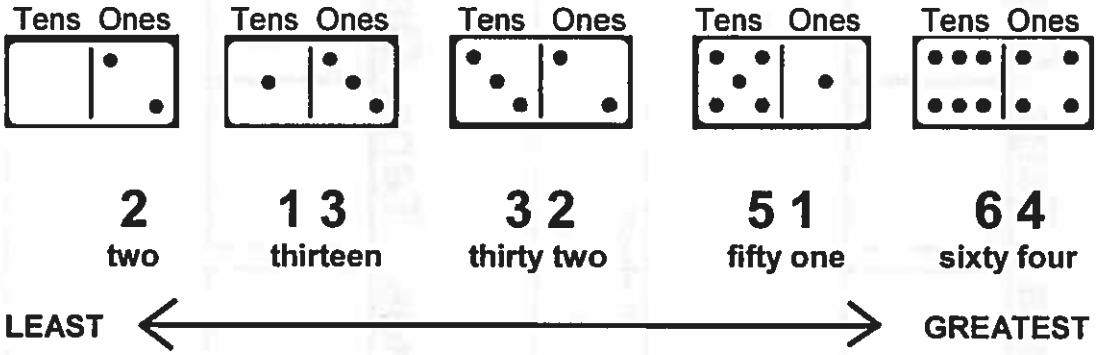
GOAL: To be the first player to order five "tens numbers" in place value, from least to greatest.

GETTING STARTED: Dominoes are placed face down and shuffled. Player One begins by drawing a domino and makes a tens/ones number.

EXAMPLE:  52 OR  25

Player One must decide how to set their number and then place it onto any space of their gameboard. Players are trying to build a sequence of five numbers from Least to Greatest. Once a domino is placed, it cannot be changed. If a player draws a domino that cannot fit into their sequence, they can put it onto a reject space. Both players have three possible "reject" moves per round.

Players alternate turns drawing and placing dominoes onto their gameboards. The first player to successfully line up five numbers from Least to Greatest is the winner.



Place Value Line Up

Player One

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

Reject Reject Reject

Least ← → Greatest

Player Two

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

Reject Reject Reject

Along the Way

Players: 2

Materials: deck of cards (1-9)
Gameboard for each player

Object: To complete the path by arranging numbers along the way from smaller to greater

How to Play:

- Each player draws 2 cards and creates a 2 digit number. The player writes the number in one of the squares on the path, somewhere between 10 and 100.
- Players take turns filling in their paths. A player loses a turn if the two digits do not make a number that can be placed on the path.
- First player to complete their path is the winner.

*Adapted from presentation at NCTM, 2009, by D. Hargrove and K. Wiley

1.NBT.3
2.NBT.4

Along the Way

10			
			100

Along the Way

10							
							100

Along the Way

10							
							100

Stuck in the Middle

Players: Two players

Materials: Ace - 9 cards

How to Play:

- The cards are shuffled and placed facedown in a stack.
- Player 1 takes four cards to make two two-digit numbers. She uses two of the cards to make the smallest possible two-digit number, and then uses the remaining two cards to make the greatest two-digit number.
- Player 2 takes four cards and the proceeds in the same manner.

Example

- Player 1 draws a 6, 2, 7, and 1. She uses the 1 and 2 to make the smallest two-digit number she can, a 12. She uses the 6 and 7 to make the greatest possible two-digit number, 76. The range of Player 1's two numbers is 12 to 76. Player 2 draws a 5, 3, 1, and 4. He uses the 1 and 3 to make the smallest two-digit number he can, 13, and uses the other two cards to make the greatest two-digit number possible, 54. The range of Player 2's two numbers is 13 to 54.
- After both players make their two-digit numbers, two more cards are turn over. The first card turned over is the *tens* number. The second card is the *ones* number.
- Players only score a point if this new number falls between the two they have made.

Example

- Using the example above, Player 1's range of numbers is 12 to 76, and Player 2's is 13 to 54. The last two cards turned over are a 6 for tens and a 2 for ones. The point number is therefore 62. Player 1 scores a point because 62 is between 12 and 76. Player 2 does not score a point because 62 does not fall between 13 and 54.
- The ten cards are placed in a discard pile. When there are no more cards in the facedown stack, the discard pile is shuffled and the game continues.
- Players continue to alternate turns. The first player to reach twenty points is the winner.

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 1.NBT.3.

Double-Digit Where Does It Belong?

Players: Two players

Materials:

- A-9 Cards
- "Double -Digit Where Does It Belong?" recording sheets

How to Play:

- The cards are shuffled and placed facedown in a stack.

- Player 1 turns over two cards and tells Player 2 what two double-digit numbers are possible to create, and then states what number she has decided to make. Once Player 1 has made her choice, she writes that number in the appropriate space on her recording sheet.

Example

- Player 1 turns over a 3 and a 6. She tells Player 2, "I can make either 36 or 63. I have decided to make 36." She records it on the line for 30-39 because 36 falls between 30 and 39.

- Player 2 draws two cards and proceeds in the same manner.

- Players continue to alternate turns. If a player cannot put either possible number on a line because that line is already filled, he loses a turn.

- The first player to get all the spaces filled is the winner.

Variations:

- "Triple-Digit Where Does It Belong?" is played in the same way, but each player draws three cards, decides on a three-digit number to make, and places it on the correct line

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 1.NBT.3; 2.NBT.4.

Double-Digit Where Does It Belong?

Step Number	Actual Number
10 - 19	
20 - 29	
30 - 39	
40 - 49	
50 - 59	
60 - 69	
70 - 79	
80 - 89	
90 - 99	

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 1.NBT.3; 2.NBT.4.

Double-Digit Where Does It Belong?

Step Number	Actual Number
10 - 19	
20 - 29	
30 - 39	
40 - 49	
50 - 59	
60 - 69	
70 - 79	
80 - 89	
90 - 99	

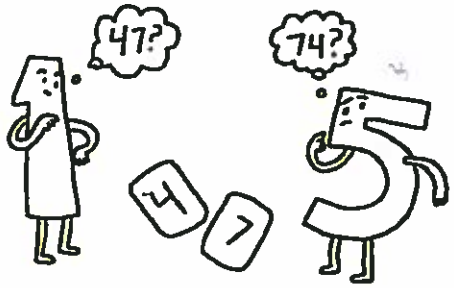
*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 1.NBT.3; 2.NBT.4.

Triple-Digit Where Does It Belong?

Step Number	Actual Number
100 - 199	
200 - 299	
300 - 399	
400 - 499	
500 - 599	
600 - 699	
700 - 799	
800 - 899	
900 - 999	

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 1.NBT.3; 2.NBT.4.

Where



Players: Two players

Materials:

- *Where?* Recording sheet
- Ace – 9 cards
- 2 colored pencils or pens (contrasting colors)

How to Play:

- Shuffle the cards. The pair selects two cards, announces the possible two-digit numbers, decides which number to use, and indicates where to place that number. The other agrees that placement is correct before the first pair records that number with its colored pencil. If the second pair challenges the placement, that pair must explain why.

Example: if 6 and 3 are rolled, the pair may select and appropriately record 36 in row 2, or 63 in row 4.

- The other pair selects two cards and follows the same procedure, recording the number using a contrasting color.
- Pairs continue alternating turns and following these steps until one pair records three of its numbers in a row vertically, horizontally, or diagonally. When a pair's roll produces numbers that cannot be placed, that pair passes.

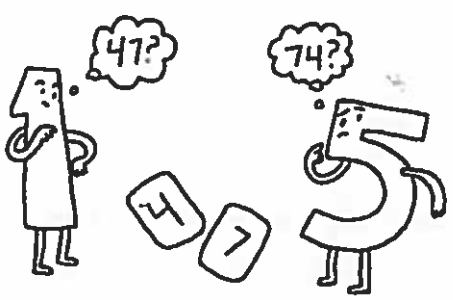
1.NBT.3

*Adapted from Nimble with Numbers, 2015

Where?

Recording Sheet

10					29
30					39
40					49
50					69
70					89



*Adapted from Nimble with Numbers, 2015

Where?

Recording Sheet

10					29
30					39
40					49
50					69
70					89

*Adapted from Nimble with Numbers, 2015

Roll to 100

Players: 2 – 4 or groups

Materials: Two dice

How to Play:

- Player 1 rolls the dice. If she rolls a 1 on one of the dice, then her turn ends and her score is 0. If not, she adds the two numbers together.
- Player 1 may keep rolling and adding to the total. But if she rolls a 1, her turn is over and her score for that turn is 0, no matter how many points she's added so far on that turn. A player may stop rolling at any time, end his turn, and record the score.
- When Player 1's turn is over, Player 2 takes a turn, and so on.
- On each player's next turn, the new rolls are added to her score from her earlier turn(s).
- When a player reaches a score of 94, two rules change: the player may roll one die instead of two dice, and rolling a 1 simply scores 1 point – it no longer ends the turn and cancels the score.
- The first player to reach <u>exactly 100</u> wins. If you go over 100, you lose.
- If a player rolls double 1s, the player's total score from all his turns goes back to 0.

Variations:

- Have players move a marker on a hundred chart to model the addition as they are mentally adding the numbers rolled.

•Adapted from• Math Play •© 2015 • Crystal Springs Books. 1NBT.4; 2.NBT.5; MP2,6,8

Die Plus Ten Tic-Tac-Toe

- Each player chooses a color token (tiles, cubes, chips).
- Players each toss die. Highest number goes first.

How to Play

- *Toss die.*
- *Add ten to the number of dots on the die.*
- *Player finds the new number on the grid and places a token on it.*
- *If number has a token on it, lose a turn.*
- *First player to get three in a row wins that game.*
- *Play 3 games. Player winning 2 out of 3 games wins.*

12	16	13
14	15	14
11	13	12

10 More

Number of players: 2 **Materials:** Counters of 2 different colors (one color per player), die
Instructions: Players take turns to roll a die and calculate the total of the number rolled plus 10. After each roll the player places a counter on a corresponding number on the board. For example, if a 4 is rolled the player may place a counter on any 14 on the board because 4+10=14. Play continues until one player has 4 counters in a row (horizontally, vertically, or diagonally).

12	14	13	15	16	11
14	12	16	15	13	12
11	12	14	13	15	16
16	15	13	14	12	11
11	16	12	15	14	11

1.NBT.5

Winter Ten More or Ten less

By Tania Poultney

1.NBT.5

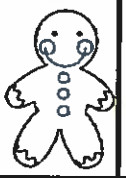
Winter Ten More or Ten less Instructions

Each player needs a small marker such as a units block. The first player rolls the dice and moves that amount across the board. If the player lands on a gingerbread man they can move 10 more on the hundreds chart. If the player lands on a snowman they must move 10 less. The first to 100 wins!

= 10 more

= 10 less

1	2	3	4		6	7	8	9	10
11	12		14	15	16	17	18	19	20
21	22	23	24	25	26	27		29	
31	32		34	35	36	37	38	39	40
41	42	43	44			47	48		50
	52		54	55	56	57	58	59	60
61	62	63	64	65		67	68		70
71		73	74	75	76	77	78	79	80
81	82		84	85	86	87		89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4		6	7	8	9	10
11	12		14	15	16	17	18	19	20
21	22	23	24	25	26	27		29	
31	32		34	35	36	37	38	39	40
41	42	43	44			47	48	49	50
	52		54	55	56	57	58	59	60
61	62	63	64	65		67	68	69	70
71		73	74	75	76	77	78	79	80
81	82		84	85	86	87		89	90
91	92	93	94	95	96	97	98	99	100

Write your 10 more patterns here

5, 15, __, __, 45, __, __, 75

28. __, __, 58, __, __, __

33, __, __, 63, __, __, __

66, __, __, __

72, __, __

Make your own 10 more pattern

__, __, __, __, __, __, __

__, __, __, __, __, __, __

Write your 10 less patterns here

13, __

30, __, 10

46, __, 26, __

51, __, 31, __, __, __

88, __, __, 58, __, __, 28, __

Make your own 10 less pattern

__, __, __, __, __, __, __

__, __, __, __, __, __, __

Deciding Digits

Players: Pair players in small group

Materials:
For each group:

- Ace – 9 Cards
- *Deciding Digits* Recording Sheet for each pair

How to Play:

- Shuffle the cards
- The first pair draws one card, discusses, and writes the number on their recording sheet. Once a card is recorded, it cannot be removed.
- The next pair follows the same procedure taking care to place the digit appropriately. If a pair draws a card that cannot be used, the card is set aside.
- Pairs continue alternating turns for Round 1 until each pair draws ten cards.
- Pairs compare their recording sheets to see which pair formed the most qualifying numbers.
- For Round 2, pairs return all cards and repeat this entire procedure.

Objective:

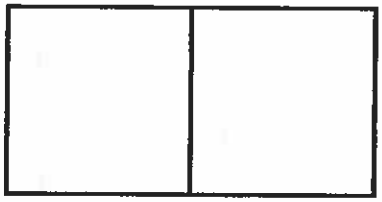
- Form as many qualifying numbers as possible

*Adapted from Nimble with Numbers. 2.NBT.4.

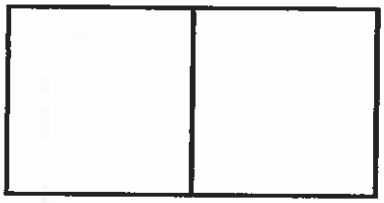
Deciding Digits

Recording Sheet

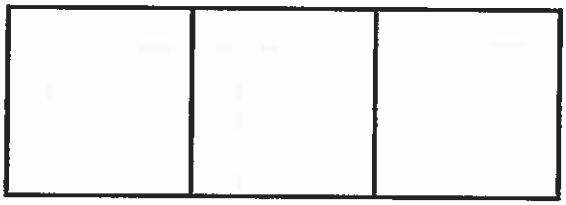
Round 1



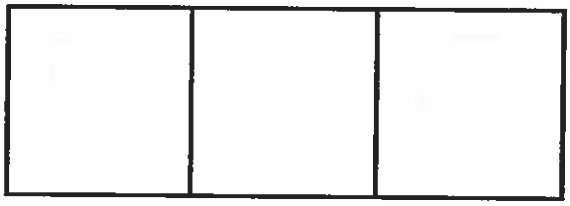
number greater than 45



odd number

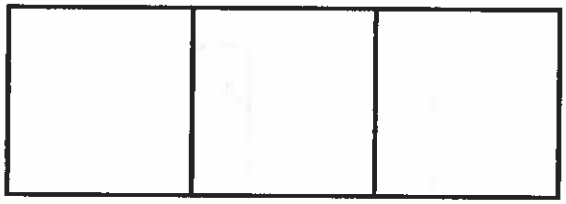


even number

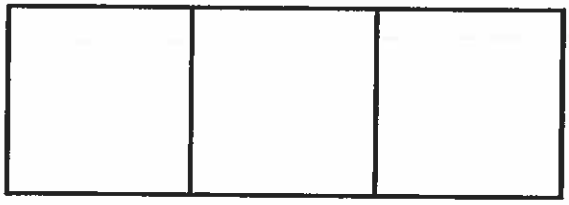


number less than 350

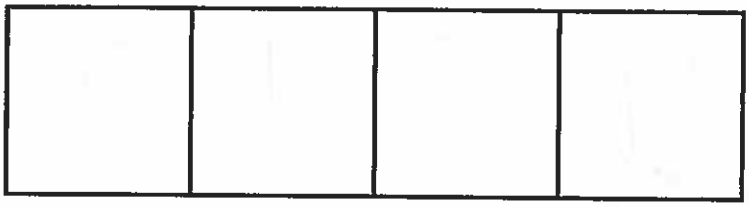
Round 2



number between 400 and 700



odd number greater than 650



even number less than 5000

Deciding Digits

Recording Sheet

Round 1

number greater than 45

odd number

even number

number less than 350

Round 2

number between 400 and 700

odd number greater than 650

even number less than 5000

Set It Aside

Players: Two players

Materials:

- Five dice
- Paper plate for each player
- Paper
- pencils

How to Play:
Each player has only one turn, consisting of five steps:

- Player 1 rolls the five dice. She puts the die showing the greatest number on her paper plate. If two dice have the same high number, Player 1 puts just one of them on the paper plate. For example, Player 1 rolls a 4, 5, 2, 1, and 5, and she puts one die with a 5 on her paper plate.

- Player 1 rolls the remaining four dice and again puts the die with the greatest number on her paper plate. There are now two dice on her paper plate.

- Player 1 rolls the remaining three dice, putting the die with the greatest number on the paper plate.

- Player 1 then rolls the remaining two dice, putting the die with the greater number on the paper plate.

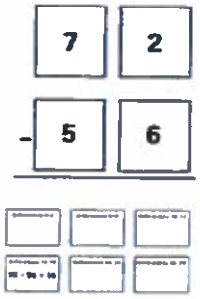
- Finally, Player 1 rolls the remaining die and puts it on her paper plate. She writes down the five addends from the dice on her sheet of paper. She adds all five numbers together, and records her final sum for the game.

- Player 2 proceeds in the same manner.

- The player with the greater sums wins.

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 2.NBT.5

Differences Count



Players: Pair players or 2 to 4 players

Materials:

- *Difference Count* Recording sheets (two versions A and B)
- A – 9 cards

How to Play:

- Each pair receives a recording sheet and draws four cards. Then each pair forms 2 two-digit numbers and finds the difference, thus creating an equation.

- Looking at the bottom of the recording sheet, each pair finds the cell containing the "differences" they found and records its equation in the appropriate cell.

- **Example:** One pair draws 7, 5, 2, 6; forms the problem 72 – 56; states the equation "72 minus 56 equals 16;" and records the equation in the cell labeled 15-19 on the recording sheet.

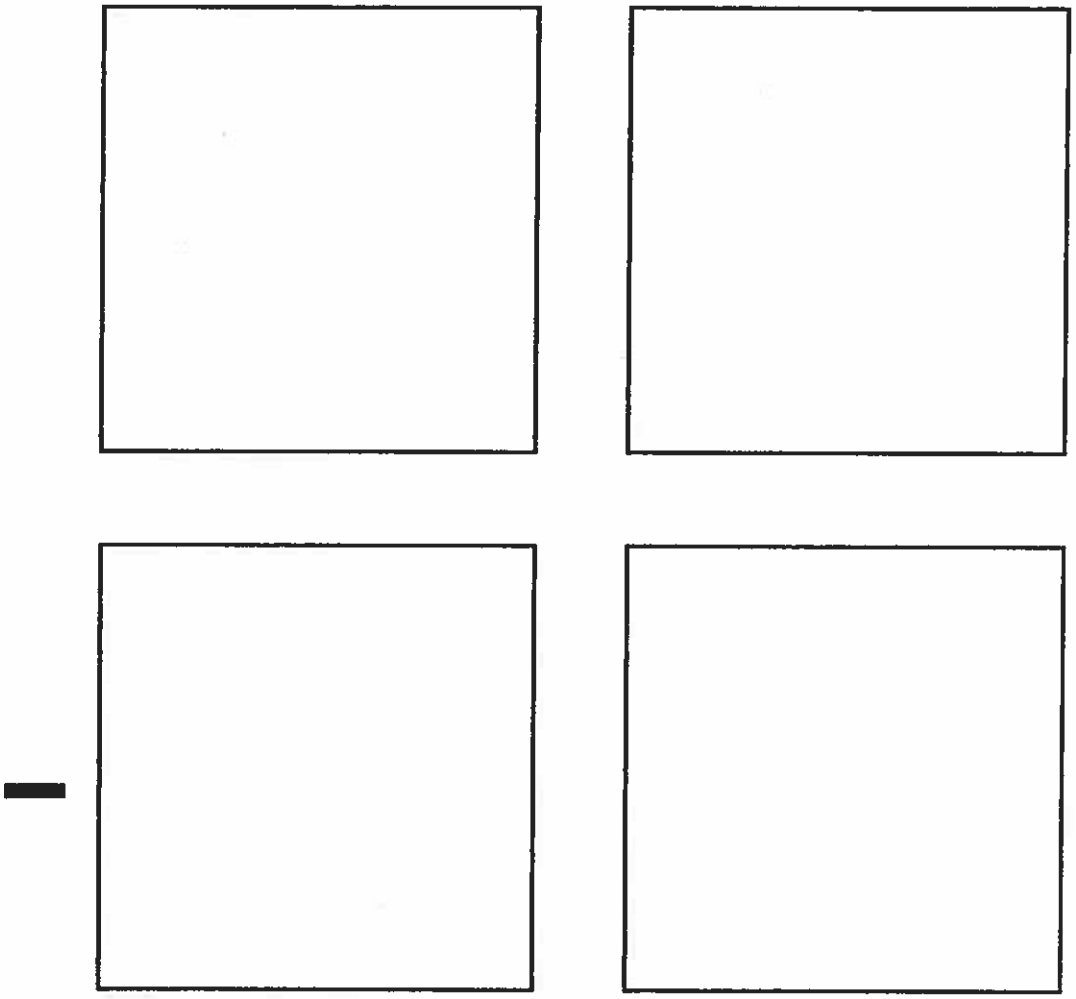
- Pairs continue play until one pair completes all cells on the recording sheet.

- When a pair is unable to form a needed subtraction equation, nothing is recorded for that turn.

*Adapted from Nimble with Numbers, 2015. 2.NBT.5.

Differences Count

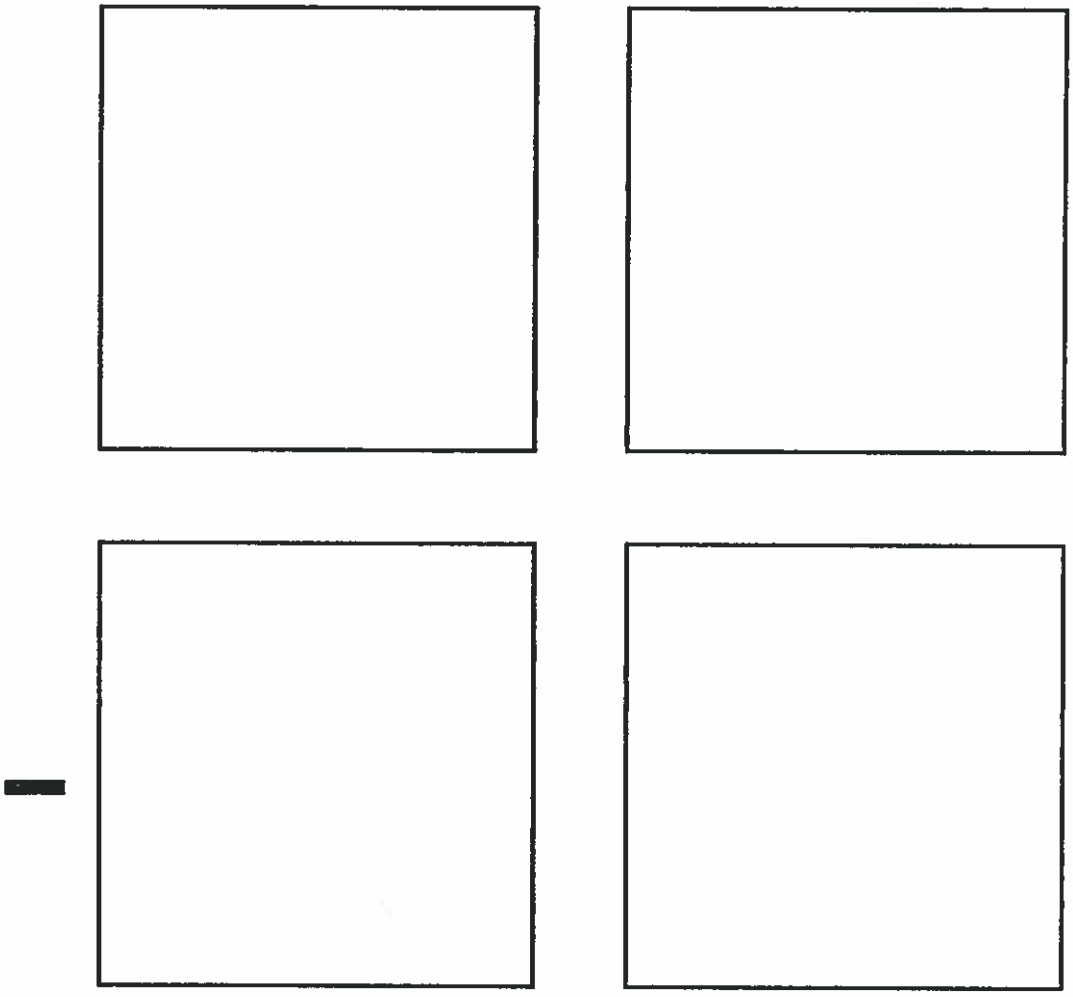
Recording Sheet A



Differences 0–4	Differences 5–9	Differences 10–14
Differences 15–19	Differences 20–24	Differences 25–29

Differences Count

Recording Sheet A



Differences 0–4	Differences 5–9	Differences 10–14
Differences 15–19	Differences 20–24	Differences 25–29

101 and Out

Players: small group or entire class

Materials: one die and a game board

Object: To sum two digit numbers to get as close to 100 without going over

How to Play: Roll the die six times and record the number rolled in one of the boxes on the game board. After the number has been written it cannot be moved.
After the sixth roll the players need to fill in remaining spaces with zeroes. Add the numbers and the player closest to 100 without going over is the winner.

Tens	Ones

2.NBT.5

*Adapted from a presentation by John Hinton, NCTM, 2007. Game created by Marilyn Burns.

101 and Out

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

101 and Out

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Close to 100

Players: 2 – 4 players

Materials:

- Ace – 9 cards

How to Play:

- Deal each player six cards. The players should use **four** of the cards to form two 2 digit numbers to add.
- The difference between the sum and 100 is their score for that round.
- Put the cards that were used in a discard pile. Keep the two cards not used for the next round.
- After five rounds the player with the lowest total score wins.

Variations:

- **Close to 20** – deal five cards to each player. Players choose 3 cards to sum close to 20.
- **Close to 0** – deal 8 cards to each player. Players choose 2 three-digit numbers whose difference is close to 0.
- **Close to 1000** – deal 8 cards to each player. The players choose 2 three-digit numbers to sum close to 1000.

2.NBT.5

*Adapted from Math Matters, August, 2013

What's Left?

Players: 1 player

Materials: Three dice, paper & pencil.

How to Play:

- Write the numbers 0 to 20 down the side of your paper.
- Roll three dice. Use the numbers rolled and the four operations (+, −, x, ÷) to make number sentences with answers from 0 to 20. Write your equations after each answer you find. Cross off each answer you use. You can make many different number sentences on the same roll and you can use the same numbers to get more than one answer. Look at the example below.
- When you've made all the number sentences you can, roll again. Make more number sentences using these new numbers and cross off the answers on the list.
- Two different ways to score: go for the fewest number of rolls to cross off the whole list (up to 10 rolls), or find the total of all the numbers you didn't cross off. In both cases, lower numbers equal better scores.

Example

If you roll a 3, a 4, and a 6:

3 + 4 = 7 3 + 6 = 9 4 + 6 = 10

3 + 4 + 6 = 13 (3 + 4) − 6 = 1

(3 + 6) − 4 = 5

From those number sentences, you can cross off **1**, **5**, **7**, **9**, **10**, and **13**. Keep going! There are more number sentences.

$3 \times 4 =$ **12** $\quad 3 \times 6 =$ **18**

$(3 \times 4) - 6 =$ **6** $\quad (6 \times 3) - 4 =$ **14**

$(4 \times 6) \div 3 =$ **8**

Cross off the new answers. You've crossed off **1**, **5**, **6**, **7**, **8**, **9**, **10**, **12**, **13**, **14**, and **18** all in one roll.

"Three in any row – Addition" Game

Players: 2 Players

Objective:

- Capture three numbers <u>in any row</u> (horizontal, vertical, or diagonal) on the game board by adding two 2-digit numbers. Numbers do not need to be next to each other.

Materials:

- Hundred Chart (game board)
- Ace – 9 cards
- 2 colored markers

How to Play:

- Players take turn. On your turn:
  - Draw four cards.
  - Create two 2-digit numbers.
  - Add the two numbers together and mark the sum on the game board with your marker.
  - If you cannot make two numbers that have a sum between 1 and 100, draw another card and discard one card. Repeat, if needed.
  - Write the equation you made on your paper.

- Keep playing until you or your partner captures three numbers in any row, column or on the diagonal.

Variations:

- Capture three **or more** numbers in any row (horizontal, vertical, or diagonal). Numbers must be next to each other!

2.NBT.5-9

*Adapted from Math Games for the Common Core, Didax

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

"Three in any row-Subtraction" Game

Players: 2 Players

Objective:

- Capture three numbers in any row (horizontal, vertical, or diagonal) on the game board by subtracting two 2-digit numbers. Numbers do not need to be next to each other.

Materials:

- Hundred Chart (game board)
- Ace - 9 cards
- Colored markers – a different color for each player

How to Play:

- Players take turns. On your turn.
  - Draw four cards.
  - Create a 2-digit minus 2-digit problem or
  - Make a 2-digit minus a 1-digit problem and discard the unused card.
  - Subtract the smaller number from the larger number to get the difference.
  - Capture the difference on the game board by marking the number with your marker.
- Keep playing until you or your partner has captured three numbers in any row, column or on the diagonal.

Variation:

- Capture three **or more** numbers in any row (horizontal, vertical, or diagonal). Numbers must be next to each other!

2.NBT.5-9

*Adapted from www.didax.com Math Games for the Common Core

The Big "Z"

Directions:
Each student needs a gameboard, one die and one marker. In turn each player puts a marker on any number on the board and then rolls a die. A player can move one space in any direction (vertically, horizontally, or diagonally) to a space that contains the number on the die. Points are determined by the place value of that number. For example: If a player's marker is on 542 and he or she rolls a "6", the player may move to 461. The score would be 60 points, since the "6" is in the ten's place. If the move is to 625, the score is 600 points. Players take turns until each player has five turns. Students total their scores at the end of the game. High score wins.

342	423	364	132	453	361	534
234	536	425	241	421	613	362
625	461	653	423	362	425	241
542	124	315	532	641	253	364
		453	265	154	635	126
		241	643	435	514	243
		532	356	643	351	436
		324	413	534	165	513	234	652
		143	365	413	243	351	146	425
		651	543	564	136	562	251	536
		425	264	132	653	351	413	624

NCTM Presentation 2005, Tilley & Canipelli

The Big "Z"

Directions:
Each student needs a gameboard, one die and one marker. In turn each player puts a marker on any number on the board and then rolls a die. A player can move one space in any direction (vertically, horizontally, or diagonally) to a space that contains the number on the die. Points are determined by the place value of that number. For example: If a player's marker is on 542 and he or she rolls a "6", the player may move to 461. The score would be 60 points, since the "6" is in the ten's place. If the move is to 625, the score is 600 points. Players take turns until each player has five turns. Students total their scores at the end of the game. High score wins.

342	423	364	132	453	361	534
234	536	425	241	421	613	362
625	461	653	423	362	425	241
542	124	315	532	641	253	364
		453	265	154	635	126
		241	643	435	514	243
		532	356	643	351	436

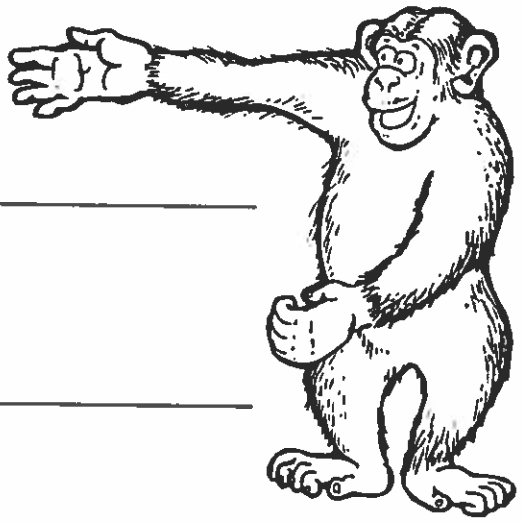
324	413	534	165	513	234	652
143	365	413	243	351	146	425
651	543	564	136	562	251	536
425	264	132	653	351	413	624

* NCTM Presentation 2015, Tilley & Canipelli

Hand Spans

Name _____

Use your hand span to measure each of the objects listed below. Make a guess before you measure.



1. The length of your desk.

   Estimate _____ Measure _____

2. The length of your arm.

   Estimate _____ Measure _____

3. The length of your leg.

   Estimate _____ Measure _____

4. The height of a door.

   Estimate _____ Measure _____

5. The length of your shoe.

   Estimate _____ Measure _____

6. The length of the chalkboard.

   Estimate _____ Measure _____

Order the objects you have measured from longest in length to shortest in length.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

1_MD_1

Memory Match

17¢

15¢

11¢

10¢

13¢

9¢

7¢

8¢

Memory Match

	6¢		21¢
	12¢		20¢
	25¢		10¢
	16¢		4¢

Memory Match

14¢

23¢

3¢

22¢

18¢

24¢

19¢

26¢

91¢

Players: Two players

Materials: Paper plate; tub of pennies, nickels, dimes, and quarters.

How to Play:

- The paper plate is placed between the two players. Player 1 chooses any coin and places it on the paper plate. He states the value of the money.

Example

- Player 1 puts a dime on the paper plate and says, "I put in a total of ten cents."

- Player 2 chooses any coin and also places it on the plate. Player 2 must add the value of the two coins and state how much money is now in the plate.

Example

- Player 2 puts a nickel on the plate and says, "Now there is fifteen cents."

- Player alternate turns, adding one coin at a time and totaling the amount of money in the paper plate. The winner is the player who adds the last coin to total 91¢.

*Adapted from Mastering Basic Math Skills, B. Britt, 2014. 2MD.8.

More Money

Players: 2 players

Materials: A pair of dice, coins

How to Play:

- The players roll their die at the same time. The players add their dice, and take that many quarters from a coin pile.
- In the sample shown, the player adds 6 + 3 = 9, and takes nine quarters from the coin pile, for a total of $2.25.

- Roll again but take dimes this time. On the third roll, take nickels, and pennies on the fourth, and final roll. Repeat the game several times, adding on coins as you go.
- The first player to reach $5.00 wins. Be sure to make coin equivalency exchanges to make coin counting easier.

2.MD.8

*Adapted from Math Matters, July 2014

Coins Tic-Tac-Toe

Topic: Mental addition of coins

Object: Cover four numbers in a row with your markers

Groups: 2 pair players

Materials

For each group:

- *Coins Tic-Tac-Toe* Gameboard,
- 4 paper clips (or transparent markers)
- Markers (different color/kind for each pair)

Directions

1. The first pair places four paper clips at the bottom of the gameboard, indicating four coins. The same pair combines the four coins and places a marker on the resulting total.
2. The other pair moves *only one* of the paper clips to a new coin. Next, this pair combines the four indicated coins and places a marker on that total.
3. Pairs continue alternating turns, moving one paper clip each time, totaling the coins, and placing markers on the gameboard.
4. The winner is the first pair to have four of its markers in a row horizontally, vertically, or diagonally.

Making Connections

Promote reflection and make mathematical connections by asking:

- What strategies helped you line up your markers in a row?

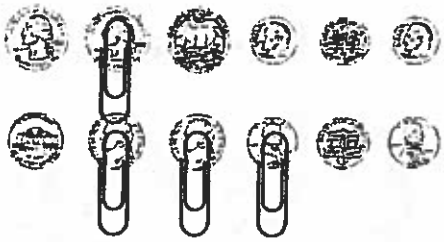
KEY STANDARD

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. (2.MD.C.8)

Tip *For players feeling insecure combining coins, allow three in a row to win.*

Gameboard

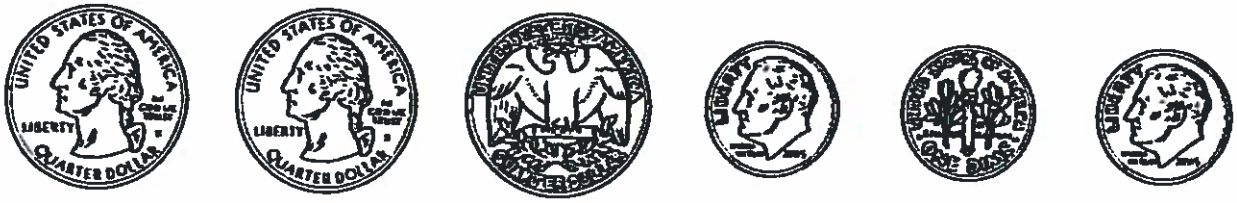
85¢	31¢	52¢	21¢	76¢
50¢	17¢	70¢	36¢	25¢
26¢	40¢	80¢	32¢	56¢
55¢	30¢	22¢	65¢	41¢
35¢	60¢	45¢	61¢	28¢



Coins Tic-Tac-Toe

Gameboard

85¢	31¢	52¢	21¢	76¢
50¢	17¢	70¢	36¢	25¢
26¢	40¢	80¢	32¢	56¢
55¢	30¢	22¢	65¢	41¢
35¢	60¢	45¢	61¢	28¢



Money Pot

Players: 4 players

Materials: Coins in pot, 2 dice

How to Play:

- Player one rolls a pair of dice, and forms an amount of money. For example, a two and three could be 23¢ or 32¢. The player draws the amount of money represented by his choice from the pot.

- Each player rolls four times in all. The winner is the player with the greatest amount of money. Vary the game, and set a goal such as $2.00. Roll as many times as you want. The player closest to $2.00 without going over wins.

,2.MD. 8

*Adapted from Math Matters, November 2014

Last Shape In Wins

Players: 2 players

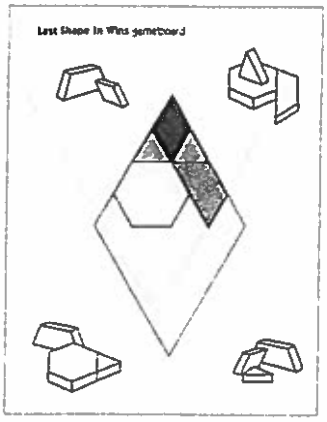
Materials: Pattern blocks – hexagons, trapezoids, triangles, and blue rhombuses

Objective:

- Student pairs take turns placing one pattern block at a time on a large rhombus shaped gameboard, using the guidelines on the board to position the pieces.
- Each new shape needs to touch one of the shapes already on the board. The player who places the piece that completes the rhombus wins.

How to Play:

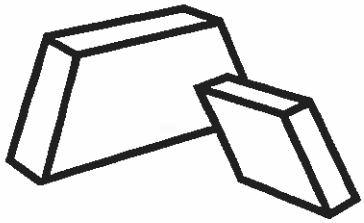
- Take turns placing blocks on the gameboard. The first block can be placed anywhere; after that each new block has to touch at least one of the blocks already on the gameboard.
- You may use any of the 4 shapes. You must take your turn every time, down to the very end. The object of the game is to be the person who gets to complete the big rhombus by fitting in the final shape.

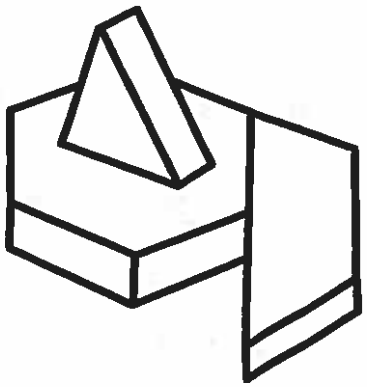


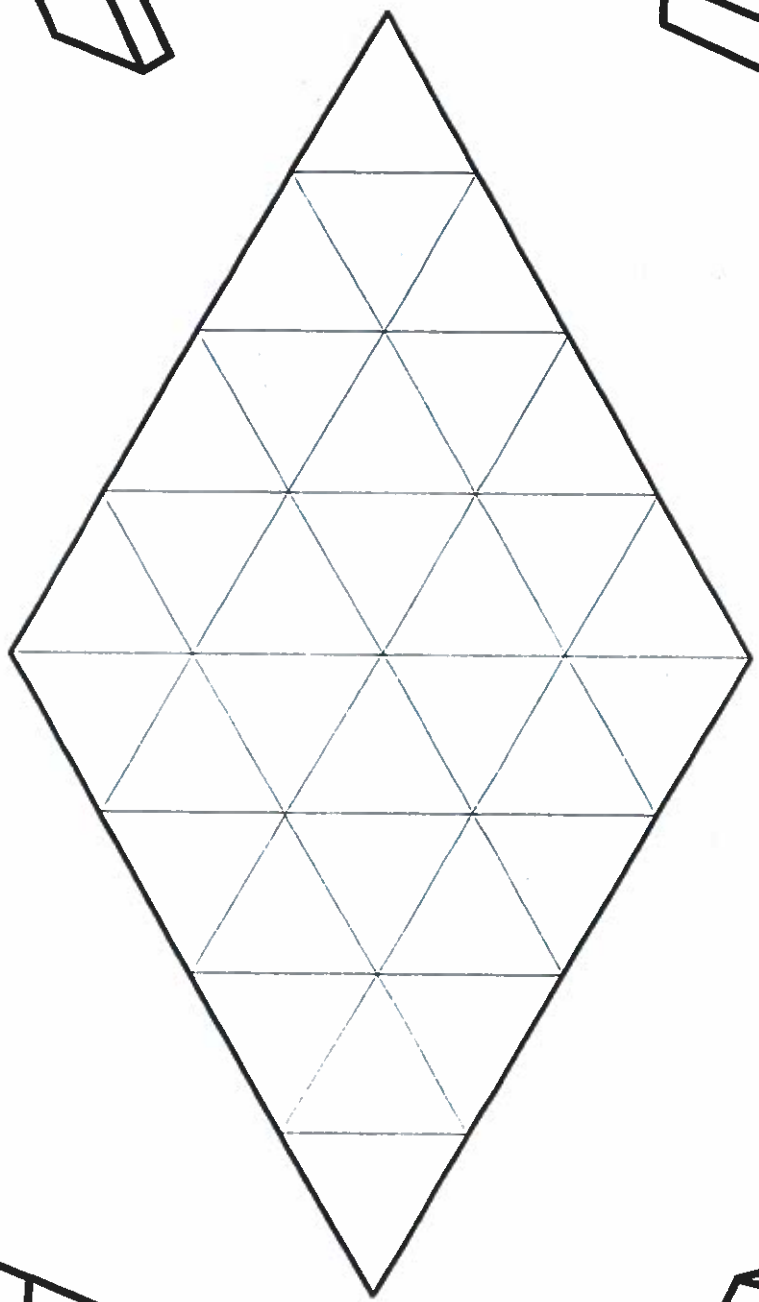
K.G.6, 1.G.2

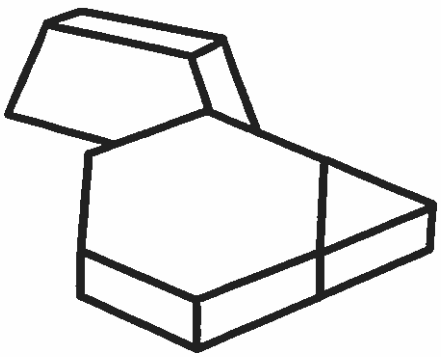
*adapted from Pattern Block Lessons to Meet Common Core State Standards Grades K-2

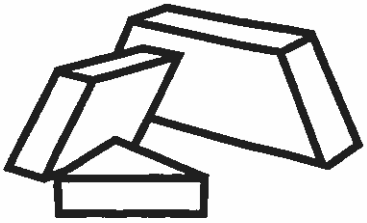
Last Shape In Wins gameboard











Guess The Lowest Number

This is a great activity to use at the end of class to keep them focused. Pass out small slips of paper. On the slip of paper students write their name. Then they write down the lowest **natural number** (1, 2, 3,…) that they think no one else will select.

Collect the papers. As you unfold the paper write the student's name next to the number they chose. If the number is duplicated by someone else, cross out the number and the name. The lowest number left with a student's name is the winner. Choose a prize that works with your class.

Find the 5s

Name_____

Find the math facts that equal five.
Dab them with a bingo dauber or color them!
Cross out the facts that do not equal five.

7-3	8-1	9-4	10-5	11-4
12-6	5-0	8-3	9-5	11-6
12-7	6-3	10-4	6-1	13-5
7-2	9-2	10-6	6-0	7-4

Write six ways to make five!

_____ - _____ = _____ _____ - _____ = _____

_____ - _____ = _____ _____ - _____ = _____

_____ - _____ = _____ _____ - _____ = _____

Find the 10s

Name_____

Find the math facts that equal ten.
Dab them with a bingo dauber or color them!
Cross out the facts that do not equal ten.

3+7	5+4	7+5	4+6	1+9
8+3	7+3	8+2	4+3	5+5
5+6	9+1	6+4	3+6	2+9
10+0	9+3	8+4	4+7	0+9

Write six ways to make ten!

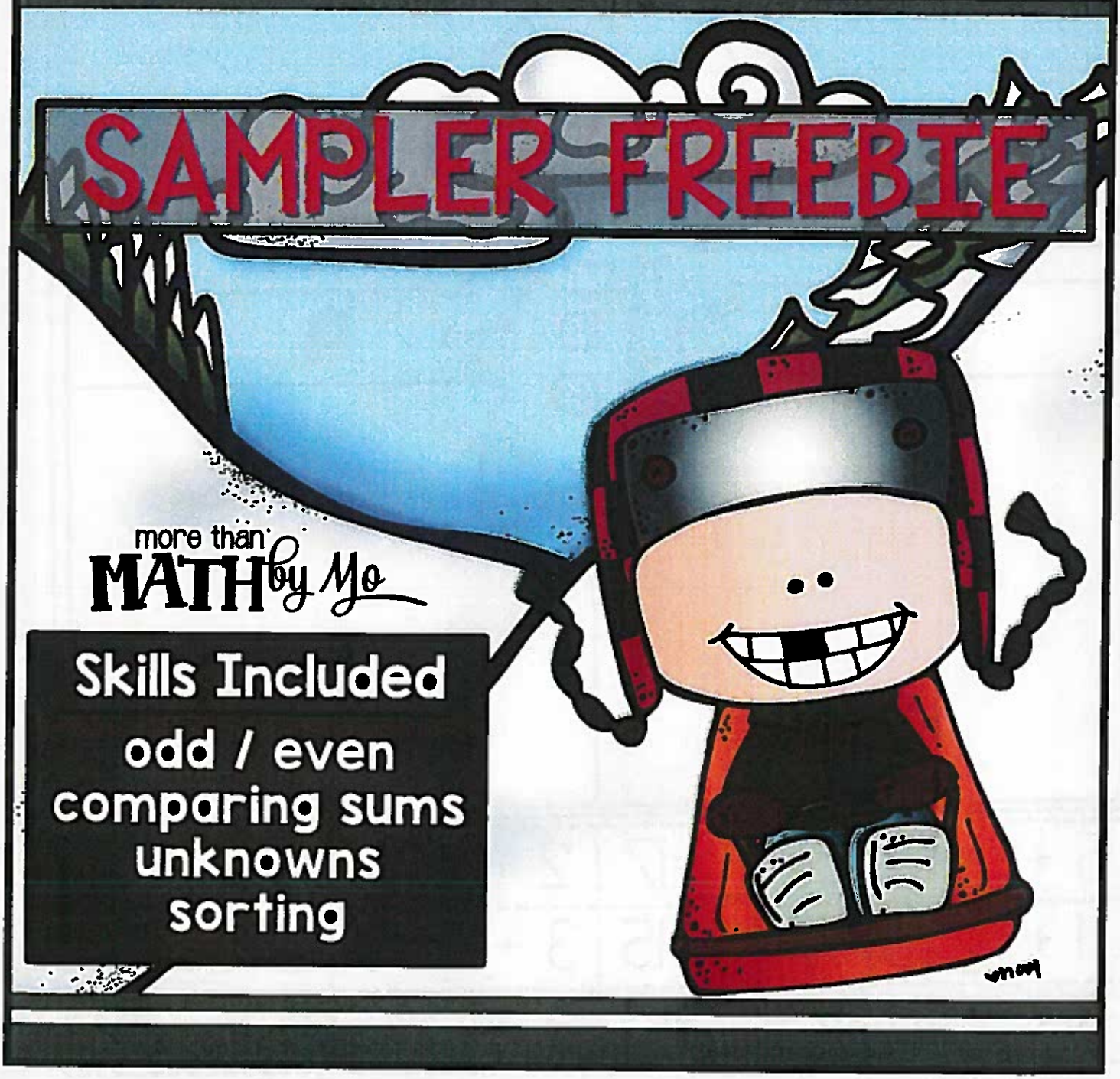
_____ + _____ = _____ _____ + _____ = _____

_____ + _____ = _____ _____ + _____ = _____

_____ + _____ = _____ _____ + _____ = _____

Math Facts:
Cut & Paste Printables

*** Addition & Subtraction ***

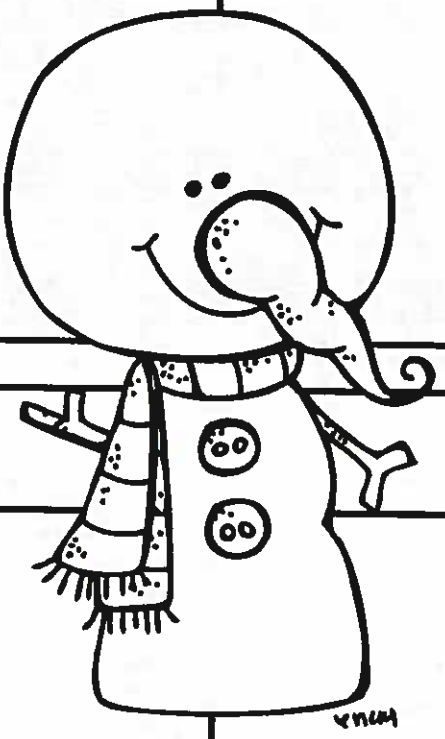


Name _____

Missing Addend

Directions: Answer. Cut. Sort. Glue.

6	7
8	9



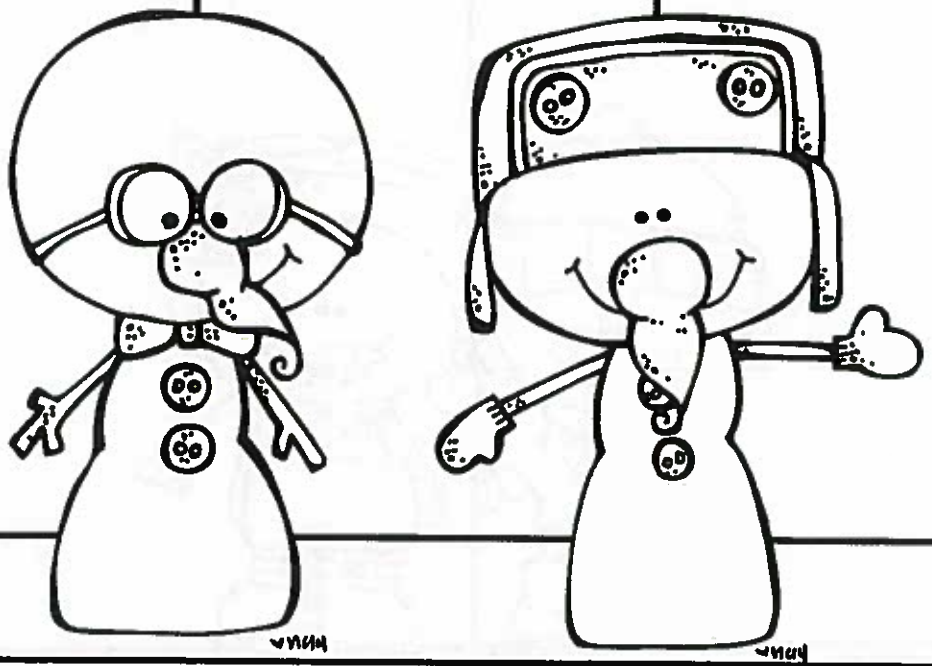
5 + __ =12	8 + __ =17	2 + __ =9	6 + __ =14
4 + __ =13	9 + __ =15	3 + __ =10	3 + __ =9
8 + __ =16	2 + __ =10	4 + __ =10	5 + __ =14

Name _____

Addition

Directions: Answer. Cut. Sort. Glue.

14	15	16



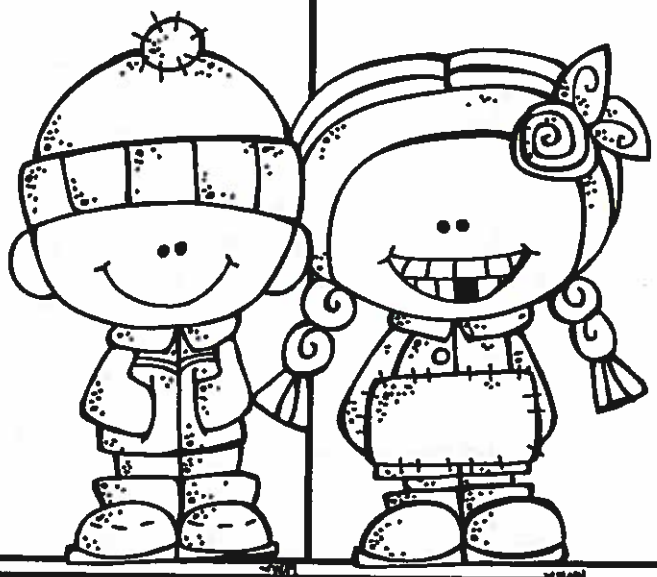
8 + 8	9 + 5	4 + 11	10 + 5
12 + 2	10 + 6	7 + 7	8 + 7
5 + 11	10 + 4	6 + 9	7 + 9

Name _____

Mixed Practice

Directions: Answer. Cut. Sort. Glue.

less than 10	greater than 10



5 + 4	12 - 1	8 + 6	17 - 4
16 - 8	2 + 6	9 + 0	14 - 2
3 + 3	10 - 7	5 + 7	3 + 9

Name _____

Mixed Practice

Directions: Answer. Cut. Sort. Glue.

true	false

$12 > 4+6$	$8-4 < 3+1$	$5+6 < 14$
$7+2 = 9+1$	$19 < 12+2$	$6+2 > 10-7$
$11 > 5+9$	$4+5 = 5+4$	$15 > 7+7$

Name: _____

Choose a number from the hundred chart.
Write your number and the next 5 numbers.

Your Number	Next 5 Numbers
47	48 49 50 51 52

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Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: _____

Part of a hundred chart is shown below.
Fill in the missing numbers.

23				27	
			36		
	44				
53					58
		65			
			76		

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