

+ or – Number Grid

Skill: Counting by 1s and 10s, subitizing, navigating a number grid

Materials: die, number grid, one markers per player

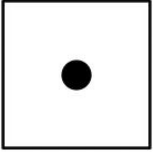
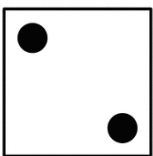
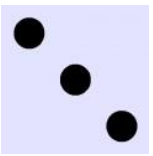
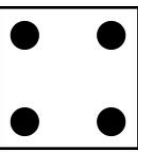
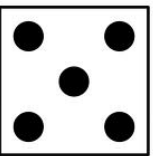
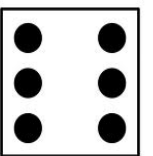
Players: 2-4

How To Play: Be the first player to reach 100 (or target number) exactly.

Directions:

- Each player selects a different marker and places the marker on the zero on the number grid.
- Player 1 rolls the die and moves his/her marker that number of spaces on the number grid by using the table below to decide how many spaces to move.

									0
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

Roll						
Spaces	1 or 10	2 or 20	3	4	5	6

- Next Player 2 takes his/her turn by rolling the die and moving his/her marker that many spaces.
- First player to reach target number or 100 exactly wins.

Variations:

- Players use 2 dice and add to find the sum
- To practice subtraction players begin at the end and move their markers backwards, subtracting sums.

Basketball Adds Up

Skill: Subitizing, number recognition, addition facts of 1 and 2 digit numbers

Materials: Three dice, Basketball Adds Up game board.

Players: 2 or 2 teams of 2-5 players

How To Play: To be the player who scores the most points after two halves wins the game!



Directions:

- Team 1 and Team 2 take turns rolling all three dice.
- Player 1 on Team 1 rolls all three dice and calculates the sum of the three dice
- Player 1 on Team 1 then records that sum as their total points scored for the 1st half
- Next Player 2 on Team 1 rolls all three dice and calculates the sum of the dice, this is Player 2's total points and that player must record that sum as their total points scored for the 1st half.
- Players continue taking turns rolling the dice, finding the sums, and recording their scores for both teams.
- After each player has had a turn for the 1st half, both teams must find the "total points" scored for the first half. Each team records enters their "grand total" for the 1st half on the score board.
- Both teams repeat the process for the second half of the game.
- Both teams find their "grand total" for the second half.
- Teams now calculate their final scores by adding the sums of their two halves.
- The team with the greatest total wins the game.

Variations:



- Use dice with more numbers
- Use two dice and multiply
- Two dice (10s and 1s)
- Use number cards
- Use 4 or 5 dice



Basketball Adds Up



	Points Scored			
	Team 1		Team 2	
	1 st Half	2 nd Half	1 st Half	2 nd Half
Player 1				
Player 2				
Player 3				
Player 4				
Player 5				
TEAM SCORE				

SCOREBOARD

POINT TOTALS	1 ST HALF	2 ND HALF	FINAL
Team 1	_____	_____	_____
Team 2	_____	_____	_____

1] Which team won the first half? _____

By how much? _____ points

2] Which team won the second half? _____

By how much? _____ points

3] Which team won the game? _____ By how much? _____ points

Compare It

Skill: Read and comparing numbers

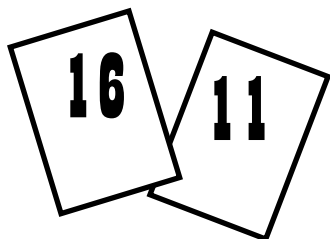
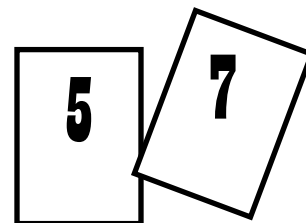
Materials: Number cards (Kindergarten 0-9; 1-2 grades 0-20). Can use regular deck of playing cards.

Players: 2

How To Play: To collect more cards than your opponent

Directions:

- Shuffle the cards and place them on the table number side down
- Each player takes one card from the pile and turns it over (face up) and reads the number aloud.
- Players compare numbers. The Player with the greater number gets to take both cards. If both players turn over the same number this is a “tie”. A tie is broken by having each player turn over another card and comparing values. The player with the greater number wins all four cards.
- Play continues until all cards are used.
- Player with the greater number of cards wins (Players can continue game until, by reshuffling cards in “their hand” and beginning again).

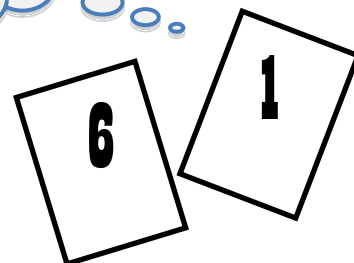


Variations:

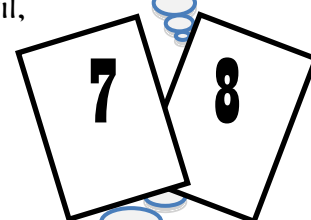
ADDITION COMPARE

- Players shuffle cards and place number side down
- Each player takes two cards from the pile and turns them over (face up) and adds the two digits together.
- Players compare sums. Player with the greatest sums takes all four cards
- Play continues until all cards are used.
- Player with the greater number of cards wins (Players can continue game until, by reshuffling cards in “their hand” and beginning again).

$6 + 1 = 7$



$7 + 8 = 15$



SUBTRACTION COMPARE

- Same game as above only students find the difference of the two cards

15 is greater

Dice Addition



Skill: Using a number line to read, recognize, and compare numbers.

Materials: number line and markers

Players: 2

How To Play: To guess the “mystery number” in fewer guesses than opponent.

Directions:

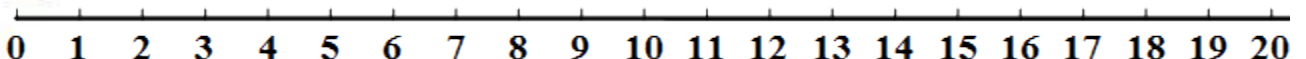
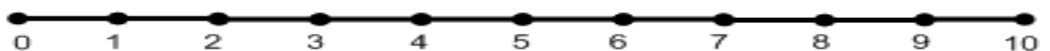
- Players can either fill in a number line with the numbers they wish to use or use a number line that is pre made.
- Player 1 places a marker at either end of the number line
- Player 1 then thinks of a “mystery number” which must appear on the number line.
- Player 2 now tries to guess “the mystery number”
- If Player 2 guesses a number that is too low, Player 1 says, “The mystery number is greater than ____”. Player 1 then moves the marker on the left to the number that was guessed.
- If Player 2 guesses a number that is too high, Player 1 says, “The mystery number is less than _____”. Player 1 then moves the marker on the right to that number that was guessed.
- Players repeat Steps above until the correct number “appears” between the two markers.

Variations:

Use a 100s chart instead of number line

Use Place Value questions to narrow down the “Mystery Number”

Players provide clues involving addition or subtraction. For example: my number is 10 less than that number.



Dice Dilemmas

Skill: Subitizing, number recognition, addition facts to 12

Materials: Two dice, Dice Dilemmas game board (or number cards), 20 markers.

Players: 2

How To Play: To be the player with the lowest sum of numbers uncovered



Directions:

- Player 1 and Player 2 cover all of their open spaces above the numbers on their game board.
- Players take turns rolling the dice and finding the sum of the two dice. At this point the player must decide (their dilemma) what numbers to cover that create a sum equal to the number rolled.
 - Player may choose to take one marker to cover the sum
 - Player may choose to move 2 or more markers to cover any numbers that when added together total the sum rolled by the player.
- Players continue taking turns rolling the dice, finding the sums, and covers numbers that equal that sum.
- The game is over when neither player can cover any more numbers, either because all numbers are covered, or the sum of the dice cannot be created with the uncovered numbers.
- Player 1 and Player 2 now find the sum of the numbers remaining uncovered on their game board. The player with the lowest sum wins the round.

Variations:

LOWER SUMS

- Players use only one die and find sums to 6.

RECORDING

- Each player records each of the number sentences that go with their turn.

Dice Dilemma Game Board

0
1
2
3
4
5
6
7
8
9

0
1
2
3
4
5
6
7
8
9

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 - Player may choose to take one marker to cover the sum
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Dice Dilemma Game Board

0	1	2	3	4	5	6	7	8	9
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0	1	2	3	4	5	6	7	8	9
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Dice Addition



Skill: subitizing, addition, number comparing.

Materials: 2 dice , number line and 10 counter or markers per player

Players: 2

How To Play: To be the first player to collect 10 counters/markers.

Directions:

- Player 1 rolls the dice and announces the sum. *Option: players can record their score*
- Player 2 rolls the dice and announces the sum.
- Player 1 and 2 compare their sums. The player with the larger sum wins the round and collects a marker or counter.
- Players 1 and 2 repeat procedure above—comparing their sums. Each time a player wins that player may take a marker or counter.
- Play continues until one player has ten counters.
- First player to collect 10 counters/markers wins the game.

Variations:

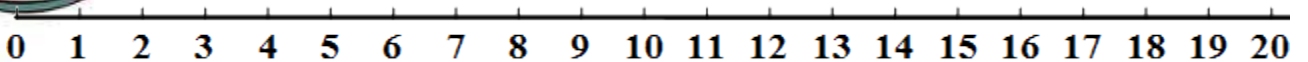
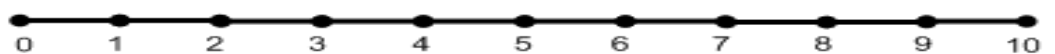
Use a number line to record wins.

Use a 100s chart instead or number line to keep track of sum totals.

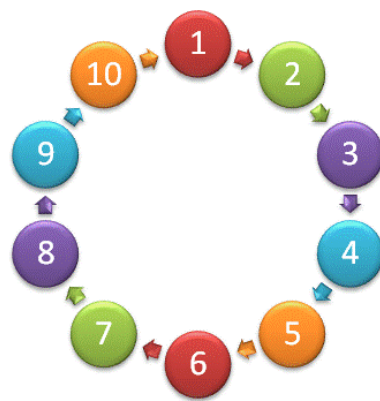
Players can “count on” by keeping track of their previous score and compare their totals.

Players can use dice with larger numbers or polyhedral dice.

Players can use three, four, or more dice.



Before and After



Before and After is a game for two or more players. The goal is to “get rid of” all of your cards before any other play is able to. Each player tries to use his/her knowledge of the counting system to place a number that comes “BEFORE” or “AFTER” the card(s) that are face up on the table.

Dealing

Each player is given five cards to keep in their “hand”, and each player is dealt 15 cards face down to form a draw pile. If you are playing with jokers, you use them as wild cards and give each draw pile 16 cards. Two stacks of five cards, placed face down on each side between the players, serve as a replacement pile. Finally, two cards are placed face down in the center between the replacement piles.

Play

- The round begins when the players each flip one of the face-down cards simultaneously.
- Using cards from their hand, the players must place a card with a value of one above or one below the top card of either pile (if you are playing with a regular deck of cards--suit of the cards does not matter). For example, a pile with a six on top may have a five or a seven placed on it. (For a regular deck--King and Ace are considered adjacent so that there is a continuous loop of options).
- A common variant, good for younger children, is to allow cards to be played on top of cards of the same rank.
- Whenever the number of cards in the players' hands drops below five, they are allowed to draw back up to five cards until their draw pile is depleted.
- If the players both run out of options for play, each flips a card from the side piles onto the top of the central piles.
- If these piles become depleted, the central stacks are shuffled individually and are placed face-down as new side piles from which cards can be flipped.
- A player wins by running out of cards in his draw pile and in his hand before the other player.

Variations in play

Four cards in a hand

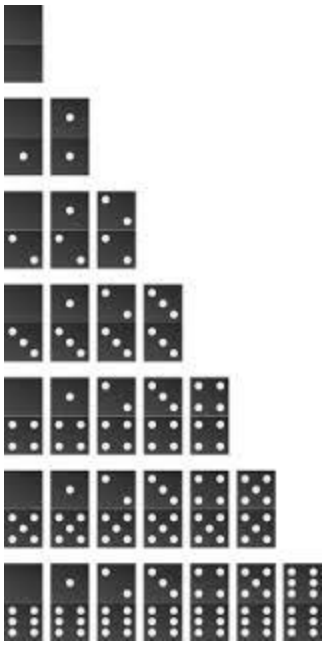
Each player gets only four cards in his/ her hand. Having one fewer card makes it easier for a player to hold her cards, but it also makes the game more difficult because the player has a smaller selection of cards to play with.

Doubles

In addition to ascending or descending order, players may play a card identical to the one in the pile. For example, if the card on top of the pile is a 4, the player may put down a 3, 4, or 5... etc.

Place Value

Students can use any order of numbers to play the game. You may “create” a deck of cards to include numbers 30-45, 50-65, or 100-115. In this version students are working with higher number order. In addition to ascending or descending order, players may play a card identical to the one in the pile. For example, if the card on top of the pile is a 47, students can play 46, 47, or 48



Domino Lotto

Skill: Use subitizing or counting skills, identifying equivalent values or names for numbers, number bonds.

Materials:

- Dominos (Kindergarten double 6; 1-2 grades double 9).
- Number cards 1-12 (K-1) 1-18 (1-3)
- Can use dominos with greater totals—double 12 or double 15.

Players: 2-4

How To Play: To collect the most dominos

Advanced Preparation: Choose 12 dominoes, each with a different fact you wish to have your students practice. Select the numbers cards that match those sums. This is done for each group to play.

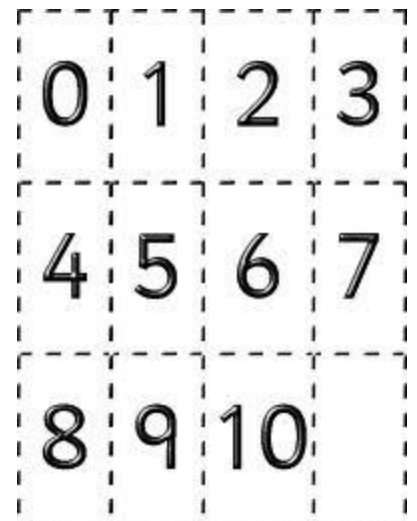
Directions:

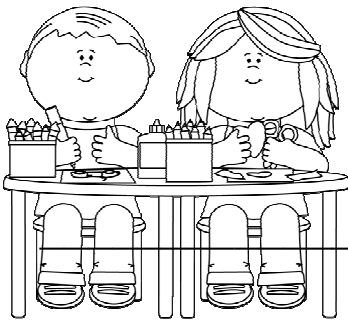
- Players place the 12 dominos face down in two equal columns.
- Next players place the 12 cards face down into two columns of six.
- Each player takes one tile from the pile and turns it over (face up) and reads the number for each side aloud and then adds to two sides and states the sum.
- Next player selects a card from the card columns. If the card matches the sum (total number of “pips” on the domino, the player gets to keep the card and the domino and take another turn.
- If the number on the card does not match the sum of the “pips” the player must turn both the card and the domino back over face down (in the same location) and the players turn is over.
- Players try to remember which cards match with which dominoes they have viewed.
- Play continues until all tiles and cards are used.
- Players receive one point for each pair. Player with the most points wins.

Make sure dominoes and cards have been placed randomly

Variations:

- Use dominoes with greater sums
- Have students record number sentences to receive points
- Have students multiply “pips” on the domino to practice multiplication
- Have students use place value to recognize numbers (one side of domino denotes 10s the other 1s)
- Have students find differences by subtracting sides.

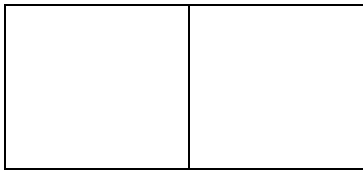




Name: _____

Domino Math with Fact Families

Directions: Take out a domino and copy the dots. Write the number sentences for the fact family.

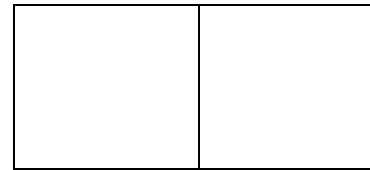


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} - \underline{\quad} =$$

$$\underline{\quad} - \underline{\quad} =$$

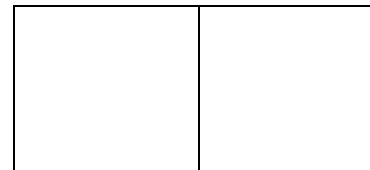


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} - \underline{\quad} =$$

$$\underline{\quad} - \underline{\quad} =$$



_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

_____ + _____ = _____

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_____ - _____ = _____

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_____ + _____ = _____

_____ + _____ = _____

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_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$\underline{\quad}$

Domino Pile Up



Skill: Use subitizing or counting skills, Multiplication facts

Materials:

- Dominos (2-3 double 6; 3rd and double 9).
- Can use dominos with greater totals—double 12

Players: 2-4

How To Play: To be the first player to have no dominoes left.

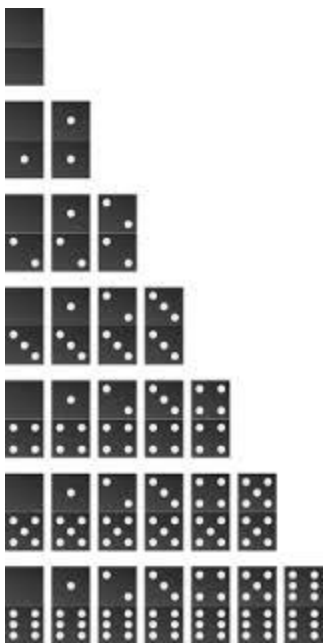
Directions:

- Players place the all dominos face down and mix.
- Next players select 6 (can play with more) dominoes at random and stand them up so that no other player can see their tiles. The remaining dominoes become the “draw pile”
- The youngest player begins the game by placing down a tile and reading the multiplication sentence. For example $2 \times 3 = 6$. The player must accurately state the number sentence and the correct product of player loses turn and does not get to place down the tile.
- Next player selects a tile from his/her dominoes that will create a product **greater than** the previous player’s. For example the next player could place down a tile $3 \times 3 = 9$, but could not use a tile $3 \times 1 = 3$.
- The player places that domino on top of the previous players tile.
- If a player **is not** able to create a product greater than the product showing, the player must select a tile from the “draw pile”. If the player can now create a product that is greater, play continues. If the player cannot use the domino, then the player says “PASS” and that players turn is over and play continues to the next player.

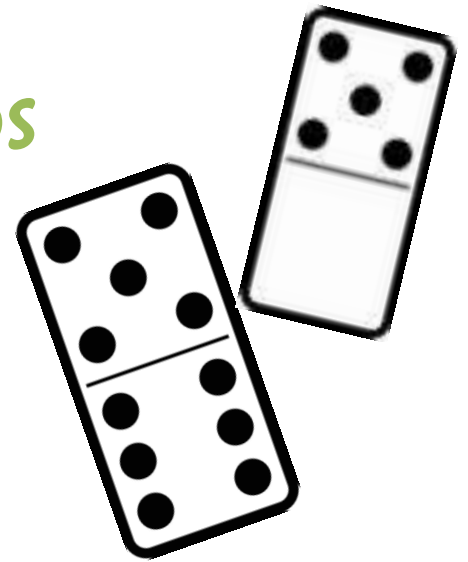
- If **all** of the other players say “PASS”, the last player who place down a domino may select any domino tile from his/her pile and make **any** product. Play continues from here. Frequently this is used as a “restart” by players.
- If a player states an incorrect product, they must take back their tile, draw one from the “draw pile” and lose their turn.
- First player to use all their domino tiles wins the game.

Variations:

- Use dominoes with greater sums
- Have students record number sentences to receive points
- Have students find lower products.



Deciding Dominos



Skill: Use subitizing or counting skills to compare sums.

Materials: Dominos (Kindergarten double 6; 1-2 grades double 9).
Can use dominos with greater totals—double 12 or double 15.

Players: 2-4

How To Play: To collect the most dominos

Directions:

- Shuffle the tiles and place them on the table number side down
- Each player takes one tile from the pile and turns it over (face up) and reads the number for each side aloud.
- Players then add total number of “pips” on tile and compare sums. The Player with the greater sum gets to take both tiles. If both players turn over the same total sum of pips this is a “tie”. A tie is broken by having each player turn over another domino tile and comparing the new sums. The player with the greater new sum wins all four tiles.
- Play continues until all tiles are used.
- Player with the greater number of tiles wins.

Variations:

ADDITION DOMINO COMPARE

- Players shuffle tiles and place number side down
- Each player takes two tiles from the pile and turns them over (face up) and adds up all the dots to find the total sum of the two dominos. Students may use paper and pencil to create a number sentence to find the sum.
- Players compare sums. Player with the greatest sums takes all four tiles
- Play continues until all tiles are used.
- Player with the greater number of tiles wins

SUBTRACTION DOMINO COMPARE

- Same game as above only students find the difference of the two sides

MULTIPLICATION DOMINO COMPARE

- Same game as above only students find the product of the two sides

PLACE VALUE DOMINO COMPARE

- Same game as above only students create a 2 digit number using the two sides of the domino

DUELING DIGITS WITH DIFFERENCES

Skill: Read and comparing number, 1:1 correspondence and finding differences

Materials:

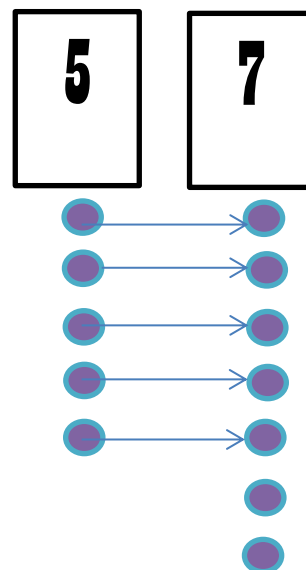
- Number cards 0-10 Can use regular deck of playing cards.
- 40 markers or counters

Players: 2-4

How To Play: To collect more markers/counters than your opponent

Directions:

- Shuffle the cards and place them on the table number side down
- Put all the counters/markers in the center of the group. This is the “bank”
- Players compete in “rounds” During each round players take a card from the pile. Players then take the same number of markers from the “bank” as the number shown on the card.
- Players line up markers and compare. Players pair up their markers and find out which player has the greater number of markers.
- The Player with the greater number of markers gets to keep the “extra” or difference. The markers that were “paired up” are put back in the “bank”.
- If both players turn over the same number this is a “tie”. A tie is broken by having each player turn over another card and “adding on” the same number of markers as shown on the card. The player with the greater number of markers wins difference.
- The game is over when there are not enough markers in the “bank” to continue.
- Player with the greater number of markers wins.



Variations:

Students can write numbers sentences to represent their “round” $7 - 5 = 2$

Use ten frames

“Gopher” It Number Line



Skill: Using a number line to count forwards and backwards.

Materials: die, number line or “gopher tracks”, two markers

Players: 2

How To Play: Be the first gopher to sneak from your gopher hole to snack and back.

Directions:

- Player 1 and Player 2 place their “gopher” at the start (0 on the number line).
- Player 1 rolls the die and moves his/her gopher that number of spaces on the number line.
- Next Player 2 takes his/her turn by rolling the die and moving his/her gopher that many spaces.
- Each gopher must sneak from the hole to the snack and back to the hole.
- The first player to go all the way to the snack and back to the hole wins the game.

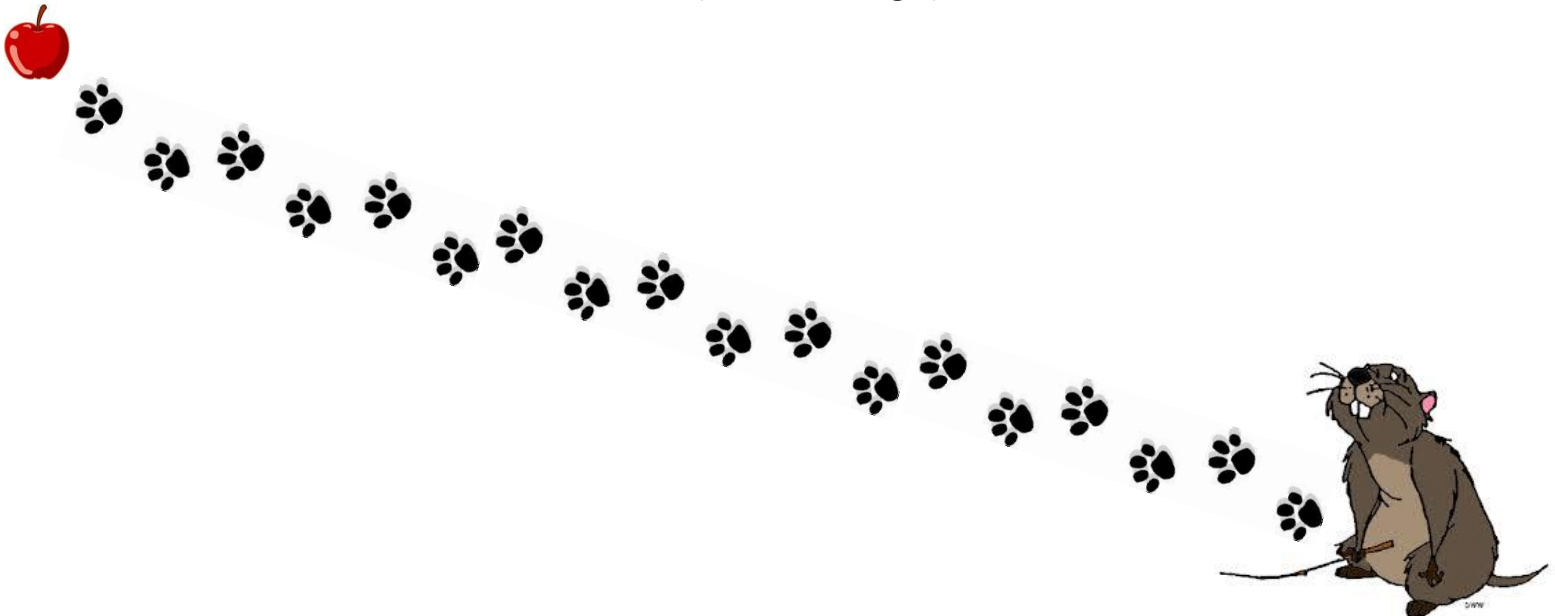
Variations:

Change the numbers used on the die

Students can practice using a number line without numbers (reinforce 1:1 correspondence).

After rolling students predict where they think the gopher will land before moving marker.

Students record number sentences to represent the gopher’s movement.



Mystery Number Squeeze



Skill: Using a number line to read, recognize, and compare numbers.

Materials: number line and markers

Players: 2

How To Play: To guess the “mystery number” in fewer guesses than opponent.

Directions:

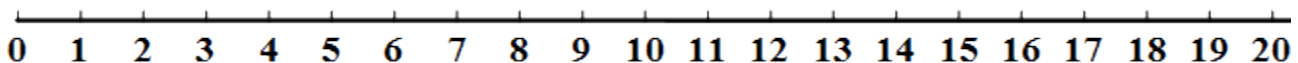
- Players can either fill in a number line with the numbers they wish to use or use a number line that is pre made.
- Player 1 places a marker at either end of the number line
- Player 1 then thinks of a “mystery number” which must appear on the number line.
- Player 2 now tries to guess “the mystery number”
- If Player 2 guesses a number that is too low, Player 1 says, “The mystery number is greater than ___”. Player 1 then moves the marker on the left to the number that was guessed.
- If Player 2 guesses a number that is too high, Player 1 says, “The mystery number is less than _____”. Player 1 then moves the marker on the right to that number that was guessed.
- Players repeat Steps above until the correct number “appears” between the two markers.

Variations:

Use a 100s chart instead of number line

Use Place Value questions to narrow down the “Mystery Number”

Players provide clues involving addition or subtraction. For example: my number is 10 less than that number.



Mystery Number Squeeze



Skill: Using a number line to read, recognize, and compare numbers.

Materials: number line and markers

Players: 2

How To Play: To guess the “mystery number” in fewer guesses than opponent.

Directions:

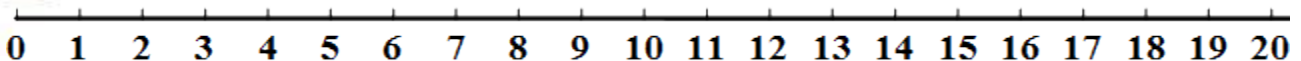
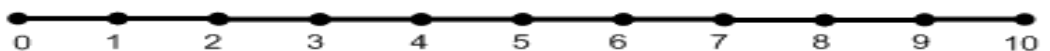
- Players can either fill in a number line with the numbers they wish to use or use a number line that is pre made.
- Player 1 places a marker at either end of the number line
- Player 1 then thinks of a “mystery number” which must appear on the number line.
- Player 2 now tries to guess “the mystery number”
- If Player 2 guesses a number that is too low, Player 1 says, “The mystery number is greater than ____”. Player 1 then moves the marker on the left to the number that was guessed.
- If Player 2 guesses a number that is too high, Player 1 says, “The mystery number is less than ____”. Player 1 then moves the marker on the right to that number that was guessed.
- Players repeat Steps above until the correct number “appears” between the two markers.

Variations:

Use a 100s chart instead of number line

Use Place Value questions to narrow down the “Mystery Number”

Players provide clues involving addition or subtraction. For example: my number is 10 less than that number.



Plus, Minus, or Stay the Same

Number of Players: 2

Materials:

- 100 chart to share between 2 players
- Deck of numeral cards 1-9, four of each numeral
- Distinct markers for each player

Directions:

- Decide which player will go first.
- The first player chooses 2 numeral cards from the deck.
- Determine which card is the tens digit and which card is the ones digit. For example, if 2 and 4 are drawn the player can use these cards as 24 or 42.
- Player one must decide whether to keep the number the same and mark it, add 10 to this number, or subtract 10 from this number. After the decision is made, player 1 covers the number on his/her chart. For example, if the player decides to use 42 the player can cover 42, 32, or 52.
- Player two chooses two numeral cards from the deck, determines the number, and decides whether to add 10 to the number, subtract 10 from the number or stay with the number. Player 2 covers the number on the 100 chart.
- Players continue to play.
- The winner is the first player to cover 3 numbers in a row. Rows can be vertical, horizontal or diagonal.
- The game can be made more difficult by having students cover 4 or 5 numbers in a row.



Name: _____

Roll and Add and Add and Add!

Directions: Roll three dice and write the numbers into your number sentence. Write the sum of all 3 numbers.

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} = \underline{\quad\quad\quad}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} = \underline{\quad\quad\quad}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square \\ + \square \\ \hline \end{array} = \underline{\quad\quad\quad}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array}$$

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$$\begin{array}{l} + \begin{array}{c} \square \\ \square \end{array} + \square + \square = \underline{\quad} \quad \square + \\ + \square = \underline{\quad} \end{array}$$

$$\begin{array}{l} + \begin{array}{c} \square \\ \square \end{array} + \square + \square = \underline{\quad} \quad \square + \\ + \square = \underline{\quad} \end{array}$$

$$\begin{array}{l} + \begin{array}{c} \square \\ \square \end{array} + \square + \square = \underline{\quad} \quad \square + \\ + \square = \underline{\quad} \end{array}$$

$$\begin{array}{l} + \begin{array}{c} \square \\ \square \end{array} + \square + \square = \underline{\quad} \quad \square + \\ + \square = \underline{\quad} \end{array}$$

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$$\begin{array}{l} + \begin{array}{c} \square \\ \square \end{array} + \square + \square = \underline{\quad} \quad \square + \\ + \square = \underline{\quad} \end{array}$$



Name: _____

Roll and Add!

Directions: Roll the dice and write the number into your number sentence. Remember: Keep the big number in your head and count on



Name: _____

Roll and Add!

Directions: Roll the dice and write the number into your number sentence. Remember: Keep the big number in your head and count on!

$$8 + \square = \underline{\quad}$$

$$7 + \square =$$

$$5 + \square = \underline{\quad}$$

$$4 + \square =$$

$$9 + \square = \underline{\quad}$$

$$6 + \square =$$

!

$8 + \square = \underline{\quad}$

$7 + \square =$

$5 + \square = \underline{\quad}$

$4 + \square =$

$9 + \square = \underline{\quad}$

$6 + \square =$

$8 + \square = \underline{\quad}$

$9 + \square =$

$7 + \square = \underline{\quad}$

$5 + \square =$

$8 + \square = \underline{\quad}$

$9 + \square =$

$9 + \square = \underline{\quad}$

$7 + \square =$

$8 + \square = \underline{\quad}$

$7 + \square =$

$5 + \square = \underline{\quad}$

$4 + \square =$

$9 + \square = \underline{\quad}$

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$8 + \square = \underline{\quad}$

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$7 + \square = \underline{\quad}$

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$8 + \square = \underline{\quad}$

$9 + \square =$

$9 + \square = \underline{\quad}$

$7 + \square =$

$7 + \square = \underline{\quad}$

$5 + \square =$

$8 + \square = \underline{\quad}$

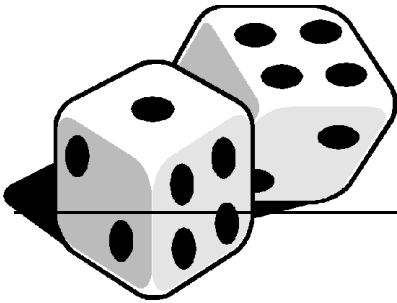
$9 + \square =$

$9 + \square = \underline{\quad}$

$7 + \square =$



Name: _____



Roll and Add!

Directions: Roll two dice and write the numbers into your number sentence. Add the numbers together to find the sum.

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

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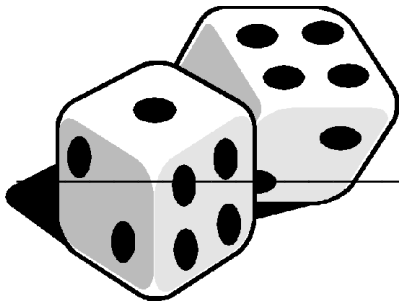
$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$

$$\square + \square = \underline{\quad}$$
$$= \underline{\quad}$$

$$\square +$$





Name: _____

Roll and Subtract!

Directions: Roll the dice and write the number into your number sentence. Find the difference and write your answer.

$10 - \square = \underline{\quad}$

$7 - \square = \underline{\quad}$

$6 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$6 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$6 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$6 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$7 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$6 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$9 - \square = \underline{\quad}$

$8 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$14 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$



Name: _____

Roll and Subtract!

Directions: Roll the dice and write the number into your number sentence. Find the difference and write your answer.

$12 - \square = \underline{\quad}$

$13 - \square = \underline{\quad}$

$18 - \square = \underline{\quad}$

$10 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$15 - \square = \underline{\quad}$

$16 - \square = \underline{\quad}$

$20 - \square = \underline{\quad}$

$19 - \square = \underline{\quad}$

$14 - \square = \underline{\quad}$

$16 - \square = \underline{\quad}$

$17 - \square = \underline{\quad}$

$14 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$18 - \square = \underline{\quad}$

$17 - \square = \underline{\quad}$

$15 - \square = \underline{\quad}$

$14 - \square = \underline{\quad}$

$19 - \square = \underline{\quad}$

$16 - \square = \underline{\quad}$

$15 - \square = \underline{\quad}$

$13 - \square = \underline{\quad}$

$11 - \square = \underline{\quad}$

$15 - \square = \underline{\quad}$

$18 - \square = \underline{\quad}$

$12 - \square = \underline{\quad}$

$16 - \square = \underline{\quad}$

$13 - \square = \underline{\quad}$

$17 - \square = \underline{\quad}$

$15 - \square = \underline{\quad}$

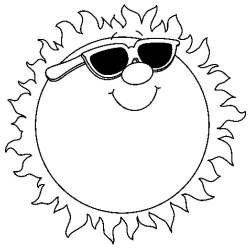
$12 - \square = \underline{\quad}$

$14 - \square = \underline{\quad}$

$16 - \square = \underline{\quad}$

$17 - \square = \underline{\quad}$





Name: _____

Rolling With the Fact Families

Directions: Roll two dice and record the fact family.

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$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$1+0=$

$0+1=$

$1+1=$

$2+0=$

$0+2=$

$0+3=$

$3+0=$

$1+2=$

$2+1=$

$0+4=$

$4+0=$

$1+3=$

$3+1=$

$2+2=$

$0+5=$

$5+0=$

$1+4=$

$4+1=$

$2+3=$

$3+2=$

$0+6=$

$6+0=$

$1+5=$

$5+1=$

$2+4=$

$4+2=$

$3+3=$

$7+0=$

$0+7=$

$1+6=$

$6+1=$

$2+5=$

$5+2=$

$3+4=$

$4+3=$

$0+8=$

$8+0=$

$7+1=$

$1+7=$

$2+6=$

$6+2=$

$5+3=$

$3+5=$

$4+4=$

$0+9=$

$9+0=$

$8+1=$

$1+8=$

$2+7=$

$7+2=$

$6+3=$

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$4+5=$

$5+4=$

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The Game of Tens and Ones

Materials:

- 100 chart or 0-99 chart one per pair of students
- 2 game markers Spinner (or die) labeled +10, +10, -10, -10, +1, -1

Directions:

- Each player places a marker on the zero (or off the board if using a 100 chart) the 0-99 chart.
- Players take turns spinning.
- Player 1 spins and moves a marker according to the roll.
- Player 2 checks the move and agrees.
- Player 2 follows the same steps as Player 1.
- The winner is the first person to move his or her marker to 99 (or 100 if using the 100 chart).
- Players can record number sentences to match the moves.

Alternate Versions:

Version 1

- Player 1 spins +10 and moves to the 10 place.
- She records $0 + 10 = 10$. On the next move she spins +1 and records $10 + 1 = 11$.

Version 2

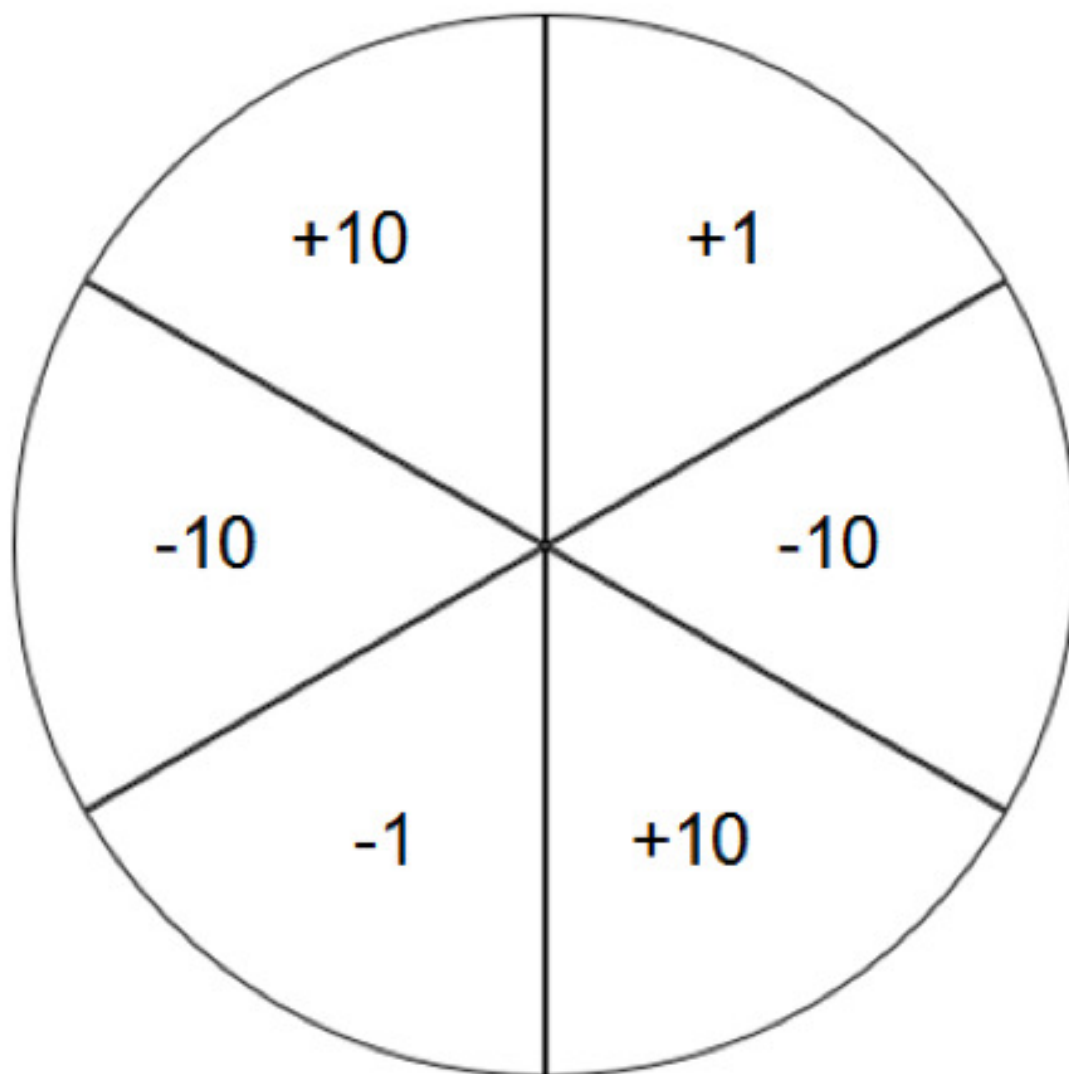
- Players do not have to land exactly on 99 (or 100) to win the game. Play the game until time is up. The winner is the person who has landed on the larger number.

Version 3

- Players play on a 200 or 300 chart. Start at 100 or 200.

Adapted from: www.mathsolutions.com Marilyn Burns Education Associates.

The Game of Tens and Ones Spinner



Toppling Towers

Skill: Counting by 1s, subitizing, comparing quantities and heights

Materials: die or spinner, small blocks or cm cubes (about 20 per player)

Players: 2-6

How To Play: Be the player with the tallest tower or the most blocks.

Directions:

- Player 1 rolls the die (or spins the spinner) and reads the number.
- Player 1 counts out that many blocks and stacks the blocks one on top of the other.
- Players 2-5 repeat these steps, stacking their blocks as they go.
- Players continue to roll die or spin spinner adding blocks to their “tower”
- When a player adds a block to his or her tower and it falls over the game is over.
- Each player counts his/her blocks and players compare the number of blocks each has used. The player with the most blocks, wins!



WHAT'S MY ATTRIBUTE?



Skill: Correctly identifying the attribute block that matches (color, shape, size, and thickness)

Materials: spinner sheets, attribute blocks, transparent spinners (optional), or paper clip and pencil for spinner.

Players: 2-4

How To Play: To be the player with to collect the most blocks.

Directions:

- Player spins each of the four types of spinners (shape, color, size, thickness).
- Player then accurately selects the attribute block that matches what is indicated on the spinners.
FOR EXAMPLE: Large, thin, yellow, hexagon,
- If the block matching the size, shape, color, and thickness has already been selected, the player's turn is over and he/she does not collect a block.
- Game is over when all blocks are collected

Variations:

Only use spinners with two or three attributes

WHAT'S MY ATTRIBUTE TRAIN

Skill: Correctly identifying blocks that differ by only one attribute.

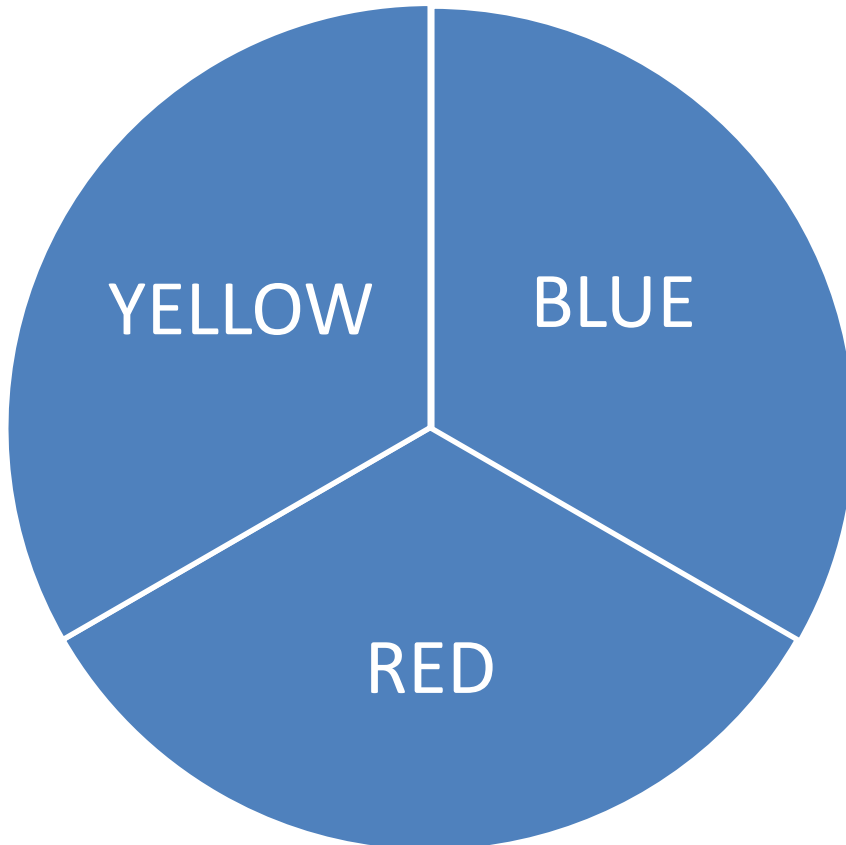
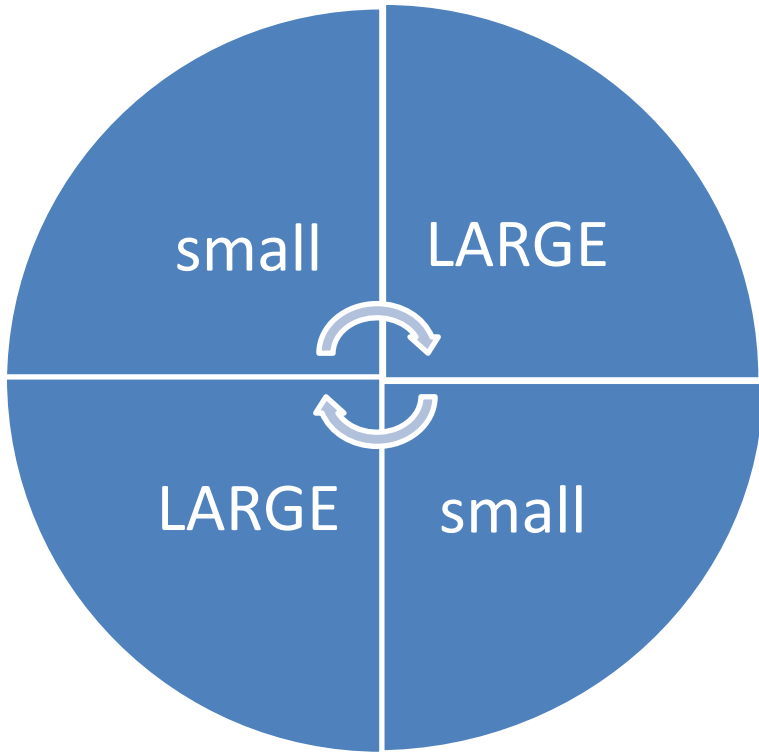
Materials: spinner sheets, attribute blocks, transparent spinners (optional), or paper clip and pencil for spinner.

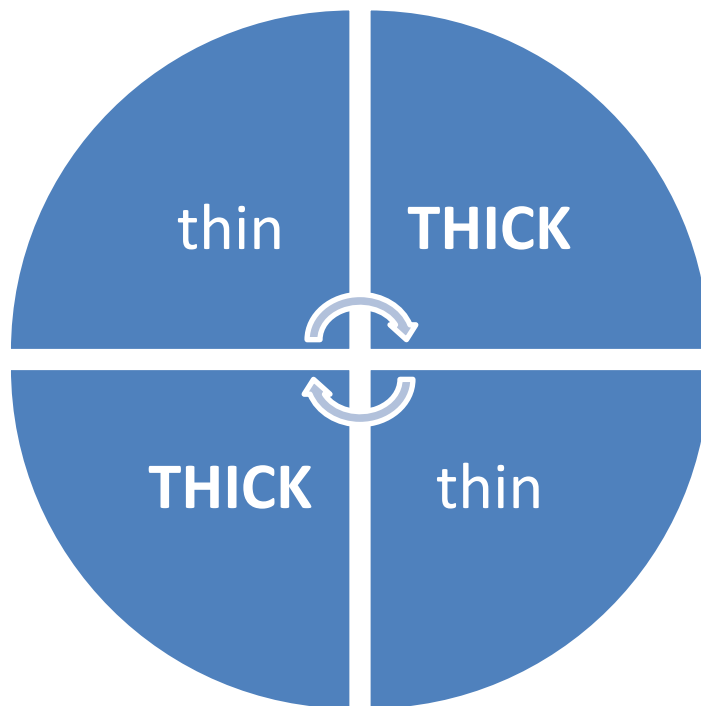
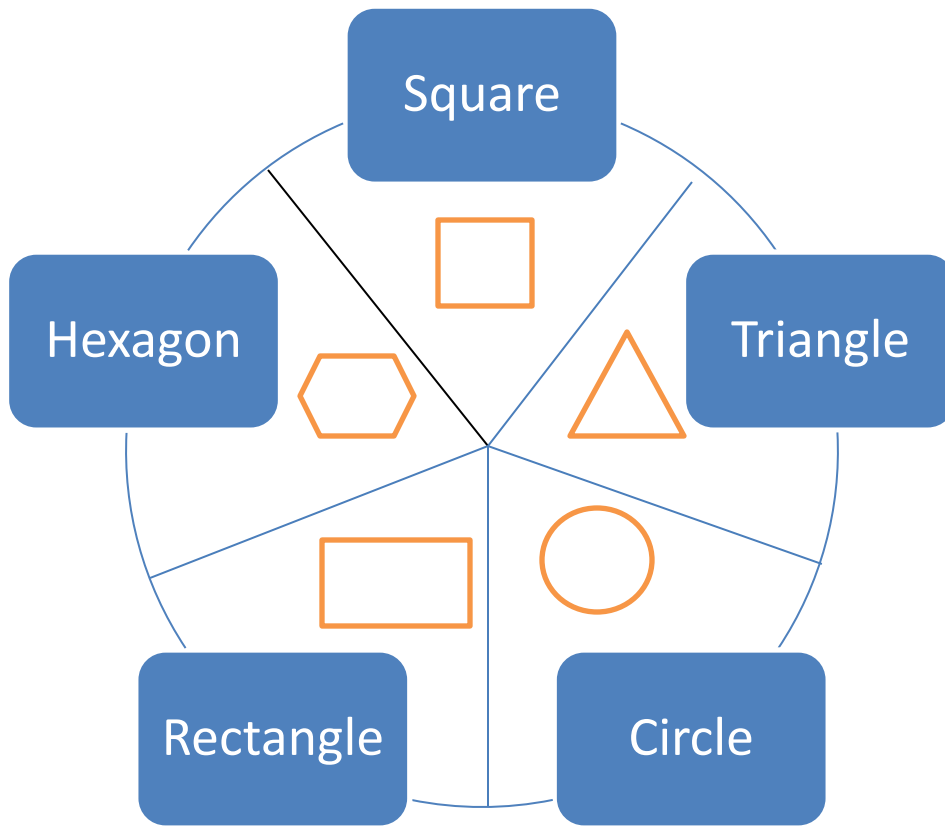
Players: 2-4

How To Play: To be the player with to collect the most blocks.

Directions:

- Player spins each of the four types of spinners (shape, color, size, thickness).
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FOR EXAMPLE: Large, thin, yellow, hexagon,
- If the block matching the size, shape, color, and thickness has already been selected, the player's turn is over and he/she does not collect a block.
- Game is over when all blocks are collected





WHEEL OF FORTUNE

Skill: addition, mental addition.

Materials: score sheet or paper to keep score, spinner(s).

Transparent spinner optional, calculator (optional)

Players: 2

How To Play: To be the player with the greatest sum at the end of 5 rounds.



Directions:

- Choose a spinner to use or use one of the blank forms and make your own spinner. If using a transparent spinner cover paper spinner (you may wish to tape down transparent spinner). If using paper spinner, use a paper clip and pencil as “spinner”.
- Player 1 is the “spinner” and Player 2 is the “checker”.
- Player 1 spins the spinner twice and records the two addends.
- Next Player 1 calculates the sum. Player 2 is “checking” Player 1’s work either mentally, using paper and pencil, or on the calculator.
- Players compare sums. If the sum is correct Player 1 circles answer. If Player 1 makes a mistake, Player 1 corrects the error, but **does not** circle the sum.
- Players 1 and 2 repeat procedure above, but this time switching roles.
- Play continues for five rounds. At the end of five rounds, players add up all their circled sums and calculate their totals.
- The player with the larger sum wins!

Variations:

Make your own spinner

Use a 100s chart instead or number line to keep track of sum totals.

Players can “count on” by keeping track of their previous score and compare their totals for each round

Have spinners for each place value (1s, 10s, 100s)

