

# Game Instructions

## *Addition/Subtraction Combinations*

Think Fast: Add the Numbers	
<b>Materials:</b>	Dice with numbers 1-9 (T&S); wipe board (T); marker (T)
<b>Instructional Content:</b>	+0, +1, +2, +3
<ol style="list-style-type: none"><li>1. Write "+ 0," "+ 1," "+ 2," or "+ 3" on the wipe board.</li><li>2. Roll a die. Have students add what you wrote to the number you rolled and quickly say the answer (e.g., + 2 on the wipe board, 8 is rolled, students quickly say "10").</li><li>3. Give 1 point to each student who says the correct answer.</li><li>4. Total the points and provide reinforcers (e.g., stickers).</li></ol>	
<b>Variation:</b>	Have students write the answer on a wipe board or piece of paper.

## B

# Game Instructions

## *Addition/Subtraction Combinations*

### Think Fast: Subtract the Number

**Materials:** Dice with numbers 1-9 (T&S); wipe board (T); marker (T)

**Instructional Content:**  $-0$ ,  $-1$ ,  $-2$ ,  $-3$

1. Write " $-0$ ," " $-1$ ," " $-2$ ," or " $-3$ " on the wipe board.
2. Roll a die. Have students subtract what you wrote from the number you rolled and quickly say the answer (e.g.,  $-2$  on the wipe board, 8 is rolled, students quickly say "6").
3. Give 1 point to each student who says the correct answer.
4. Total the points and provide reinforcers (e.g., stickers).

**Variation:** Have students write the answer on a wipe board or piece of paper.

# Game Instructions

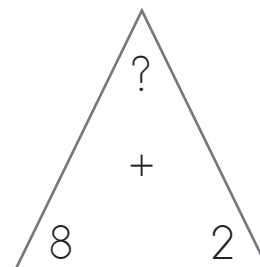
## *Addition/Subtraction Combinations*

### Triangles!

**Materials:** Wipe board (T&S); marker (T&S)

**Instructional Content:** +0, +1, +2, +3

1. Have students draw a triangle on their wipe board with a plus sign in the middle.
2. Tell students which fact family they will work with in their triangle.
3. Have students write a different number from the fact family in each of 2 corners of the triangle (e.g., 2 and 8) and a question mark in the third corner. See the example below.
4. Have students replace the question mark with the answer (e.g., 10) and then say the number.
5. Have students change the plus sign to a minus sign and replace 1 of the 2 smaller numbers with a question mark.
6. Have students write and say the answer.



**Variation:** Start with subtraction and change to addition.

## B

# Game Instructions

## *Addition/Subtraction Combinations*

### Who Has My Fact Family?

**Materials:** Fact family cards (T); wipe board (T); marker (T)

**Note:** *This game can be used with a variety of fact families that have already been introduced with concrete and pictorial representations (e.g., + 2, + 3, doubles, doubles + 1, make 10 + more, and related facts).*

1. Deal the fact family cards, with the answers showing, in random order.
2. Start the game and have students take turns. For each turn, the student says a clue about the other facts in the family of his or her card. For example, if a student had the  $6 + 7 = 13$  card, he or she could say, "13 is the biggest number, and 6 is the smallest number. I need a fact card to go with mine."
3. Accept any fact of the family and list the facts on the wipe board.

**Variation:** Play the game without the answers showing.

# Game Instructions

## *Magnitude Comparison*

Compare the Numbers!	
<b>Materials:</b>	Number cards (T); rods and units (S); rods-and-units mats (S)
<b>Instructional Content:</b>	Match current unit's instructional content.
	<ol style="list-style-type: none"> <li>1. Place number cards in a stack and pick 2 cards.</li> <li>2. Have 2 students make the numbers with rods and units.</li> <li>3. Have another student decide which number is least and which is greatest.</li> <li>4. Repeat.</li> </ol>
<b>Variation:</b>	Have all students draw the numbers on wipe boards (rods are drawn as lines and units as dots). Have a student decide which number is least and which is greatest.

## B

# Game Instructions

## *Number Sequences*

### Hundreds Chart Clues!

**Materials:** Hundreds charts (S)

**Instructional Content:** Match current unit's instructional content.

1. Give each student a hundreds chart.
2. Tell students to put their finger on a row.
3. Give students a clue to find a number on that row (e.g., "The number is between \_\_\_\_ and \_\_\_\_").
4. Repeat.

**Variation:** After students have worked on 1 more/1 less, 2 more/2 less, etc., have students touch a number and then give students clues to find the mystery number (e.g., "My number is 1 more. What is my number?"). Each time, change the clues for the mystery number (e.g., 1 more, 1 less, 2 more, 2 less).

# Game Instructions

## *Relationships of 10*

Find Me on the Hundreds Chart!	
<b>Materials:</b>	Hundreds charts (S); relationships of 10 cards (T); space markers (e.g., chips, cubes; S)
<b>Instructional Content:</b>	Match current unit's instructional content.
	<ol style="list-style-type: none"> <li>1. Give each student a hundreds chart.</li> <li>2. Place the relationships of 10 cards in a stack and hold up a card for students to see.</li> <li>3. Have students count the tens and ones on the card and then place a space marker on the number on the hundreds chart.</li> <li>4. Have a student tell what number.</li> <li>5. Repeat.</li> </ol>
<b>Variation:</b>	Give each student a relationships of 10 card and randomly point to a number on the hundreds chart. Have students check for a matching relationships of 10 card.