Home Learning Parent Resources All Grades Math
Addition and Subtraction Facts
Recommended Grades 1 - 3
**Tens Go Fish** Recording Sheet

<table>
<thead>
<tr>
<th>My combinations of 10 in Game 1</th>
<th>My combinations of 10 in Game 2</th>
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**Tens Go Fish** Directions

You need
- Deck of Primary Number Cards (without Wild Cards)
- *Tens Go Fish* Recording Sheet (G45; 1 per player)

Play with a partner. Work together.

1. Deal each player 5 cards.
2. Players put down pairs of cards that make 10, and pick new cards to replace them.
3. Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
   - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
   - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
   - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
   - If a player runs out of cards, the player picks two new cards.
   - A player’s turn is over when there are no more pairs that make 10.
4. The game is over when there are no more cards.
5. At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.
Math Activities
Recommended Grades 3 - 5
Appendix A: Further Activities and Resources

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How Close to 100?

You need
- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation
Each child can have their own number grid. Play moves forward to see who can get closest to 100.
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How Close to 100?

1. _____ x _____ = _____
2. _____ x _____ = _____
3. _____ x _____ = _____
4. _____ x _____ = _____
5. _____ x _____ = _____
6. _____ x _____ = _____
7. _____ x _____ = _____
8. _____ x _____ = _____
9. _____ x _____ = _____
10. _____ x _____ = _____
Pepperoni Pizza

You will need
- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.

Snap It

You will need
- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.
How Many Are Hiding

You will need
• one or more players
• 10 or more snap cubes / objects per player
• a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need
• one or more players
• 2 dice
• paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation
Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.
Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use 'flash cards' as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices - memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.
$6 \times 4 \times 9 = 36$
$7 \times 7 = 49$
$9 \times 8 \quad 8 \times 9$

$84$

$9 \times 8$
**Roll and Record**

You need

- 2 dot cubes
- recording sheet

**Play alone.**

1. Roll 2 cubes.
2. Add the numbers.
3. Write the sum on the recording sheet.
4. The game is over when one column is full.

**More Ways to Play**

- Play with 1 dot cube and 1 number cube.
- Play with 2 number cubes.
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Evergreen games

For any grade level and any content
5. Difference To...
4. Capture 4
3. I Have/Who Has
2. Memory
1. Bump

Along with three examples for each game, the document gives you the general rules of the 5 Evergreen Games. Change with each new concept you want to focus on. This never changes...but what "matches" they are looking for can change. Once you teach children those rules you can use the Evergreen games are games that have general rules that never...
The winner is the player that uses all of their markers first.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off.

Link another cube with it and it freezes that spot.

Get to BUMP it off. If your own cube is already on that number, they get to BUMP it off. If the other player's cube is on that number, they have to play the number (or a die roll) and puts a cube on depending upon the game you are playing (and puts a cube on their partner's score). Each child takes 8 unitix cubes of one color. Their partner should.

Directions
BUMP

Roll the dice. Then, put your marker on the spot that is 1 more than the amount you rolled.
You rolled: the spot that is "1" less than the amount. Roll the die. Then, put your marker on BUMP. One less than.
BUMP

Make Ten

For example, if I roll a 4, I would place my marker on the
the ten frame you would need in order to "Make Ten."
Roll the die. Then, put your marker on the spot that has

ten frame showing 6 because 4 + 6 makes 10.
back over and it is the next player’s turn. Keep the cards. If they do not match, they flip them over. If they make a “match,” they see if they make a “match.” If they do match, they take turns flipping over 2 cards at a time to lay the set of cards out, face down in columns & rows. Print the sheet out and cut the cards apart.

Directions

Memory
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<tbody>
<tr>
<td>35</td>
<td>43 + 10</td>
<td>32</td>
</tr>
<tr>
<td>15 + 20</td>
<td>53</td>
<td>23 + 10</td>
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<tr>
<td>66</td>
<td>24 + 20</td>
<td>69</td>
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<tr>
<td>50 + 16</td>
<td>44</td>
<td>60 + 9</td>
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<tr>
<td>68</td>
<td>58 + 10</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>10 + 3</td>
<td>9 + 20</td>
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</tbody>
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Directions

I Have/Who Has

Will end with the same student who started play.

Play continues in this fashion until all of the cards have been played. The game

after it.

responds. Every card in the set is connected to a card before it and a card

who has —? Then the student with the card that answers the question

have —? This student will then read the question at the bottom of their card.

The student who has the card with the answer then reads the answer aloud:

Choose a student to go first, and have her read her card aloud.

all the cards in a set or else it won't make it back around to the starting card

depending upon how many kids are in your group. It is important to use

designed to be done in a small group setting. Some students may need to

Hand out a card to each student. There are 6 cards for 1 game as these are
24 + 10
Who has
25
I have

30 + 18
Who has
32
I have

20 + 9
Who has
34
I have

16 + 10
Who has
48
I have

20 + 12
Who has
29
I have

10 + 15
Who has
26
I have
10 + 6
Who has
4
I have

10 + 4
Who has
3
I have

10 + 3
Who has
5
I have

10 + 5
Who has
1
I have

10 + 1
Who has
2
I have

10 + 2
Who has
6
I have
Capture 4

Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).
Roll the die. Then, put your marker on the spot that is "2 more than" the amount you rolled.
Capture 4: Add 10

Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.
Capture 4: Roll two, Add 20

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.
wipe it off for each new game.
The sheet protector with whiteboard markers and
students to focus on. Plus, students can write on
depending upon what you want your
game to allow you to change certain parts of the
blank parts in the directions of each
printed out and slipped into sheet protectors.
The sheets for this game are designed to be

find the difference to a predetermined number.

Students roll dice, add amounts together, and then

Directions
5) Wipe off your work and PLAY AGAIN.

4) The player with the smallest difference wins.

3) Find the difference from ___.

2) Use the number path to record the amount you rolled.

1) Roll the dice ___ times.

Player 1

Player 2
5) Wipe off your work and PLAY AGAIN.

4) The player with the smallest difference wins.

3) Find the difference from 8.

2) Use the number path to record the amount you rolled.

1) Roll the dice 7 times.

Example:

Player 1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
1) Roll the dice ___ times.
2) Use the number path to record the amount you rolled.
3) Find the difference from ___.
4) The player with the smallest difference wins.
5) Wipe off your work and PLAY AGAIN.
5) Wipe off your work and play again.
4) The player with the smallest difference wins.
3) Find the difference from 10.
2) Use the number path to record the amount you rolled.
1) Roll the dice 2 times.
1) Roll the dice _______ times.
2) Use the number line to record the amount you rolled.
3) Find the difference from _______.
4) The player with the smallest difference wins.
5) Wipe off your work and play again.
5) Wipe off your work and play again.
4) The player with the smallest difference wins.
3) Find the difference from 100.
2) Use the number line to record your total amount.
1) Roll the dice three times. Add them, then add 50.