

Math Games



Memory (Make 5, 5 frames)

I can tell 2 numbers that go together to make 5.

Materials: five frame cards 0 to 5 - 4 of each ***Cards on the following pages need to be cut out.

Directions:

1. Get Five Frame cards, 0 to 5, 4 of each. Shuffle. ***Game could also be played with ten frame cards.
2. Place cards in an equal array (face-down).
3. Player 1 turns over 2 cards.
4. If they make 5 player 1 keeps them. If not they are turned back over.
5. Players take turns until all the cards are turned over and are matched.
6. The player with the most cards wins.

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Memoria (Hacer 5, marcos de 5)

Yo puedo buscar 2 números que suman 5.

Materiales: cartas de marco del cinco 0 al 5 – 4 cartas de cada número

Instrucciones:

1. Tomen las cartas del marco de cinco, 0 al 5, 4 de cada número. Mézclenlas.
2. Coloquen todas las cartas en líneas, boca abajo.
3. El jugador 1 voltea 2 cartas.
4. Si suman 5, el jugador 1 se queda con las cartas. Si no, las voltea boca abajo y deja las cartas en sus lugares.
5. Los jugadores toman turnos hasta que todas las cartas estén boca arriba, y cada carta tenga una pareja.
6. El jugador con la mayor cantidad de cartas es el ganador.

Go Fish (combinations of 5)

I can tell 2 numbers that add to 5.

Materials: Five Frame cards, 0 to 5, 4-6 of each ***Cards on the following pages need to be cut out.

***Game could also be played with ten frame cards.

Directions:

1. Get Five Frame cards, 0 to 5, 4-6 of each.
2. Each player is dealt five cards. The rest of the cards are placed in a stack face down in the center of the table.
3. The players put in front of them the cards that total 5 and replaces them with cards from the deck.
4. Player 1 asks player 2 for a card to go with one in their hand to make 5. If he/she gets it, put the cards on the pile. Turn over.
5. If Player 1 does not get a card, he/she draws one from the stack. If he/she can make 5, put them on the stack. Turn ends.
6. Players take turns. If there are no cards left in a player's hand but still cards in the deck, that player takes two cards from the deck and continues playing.
7. Game is over when there are no more cards in the stack.
8. Each player writes a list of the number pairs he/she made. The player with the most number pairs wins the game.

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¡A Pescar! (combinaciones que suman 5)

Yo puedo buscar 2 números que suman 5.

Materiales: cartas del marco del cinco, 0 al 5, 4 a 6 cartas de cada número

Instrucciones:

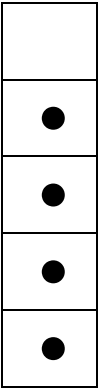
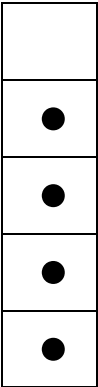
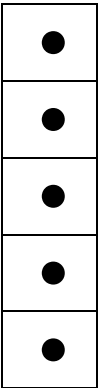
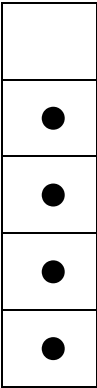
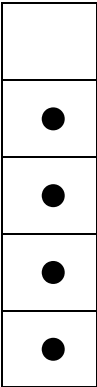
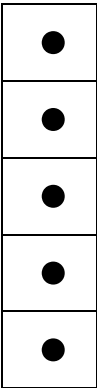
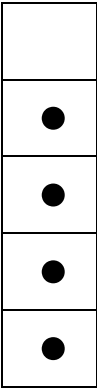
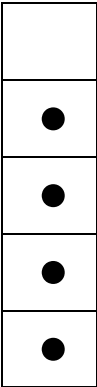
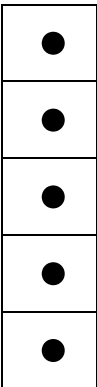
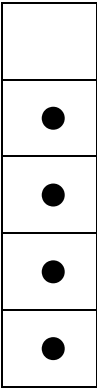
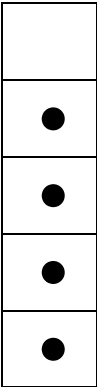
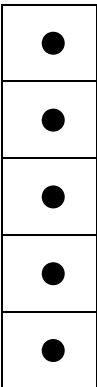
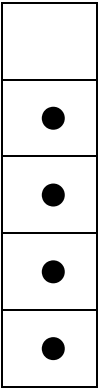
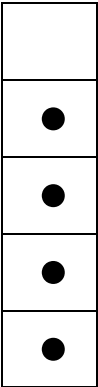
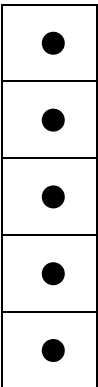
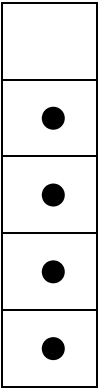
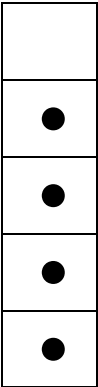
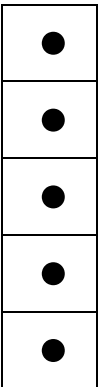
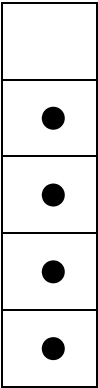
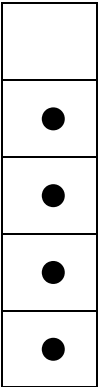
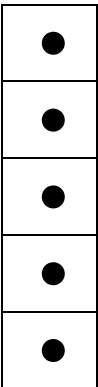
- 1 Agarran las tarjetas de marco de cinco, 0 a 5, 4 a 6 de cada número. Mézclenlas.
2. Cada jugador recibe 5 cartas. El resto de las cartas se colocan en una pila boca abajo en el centro de la mesa.
3. Los jugadores hacen parejas de cartas que suman 5 (si las tienen), y las reemplazan con cartas de la pila.
4. El jugador 1 le pide al Jugador 2 una carta que vaya con una carta de las que tiene en la mano, para tratar de obtener cartas que suman 5. Si lo obtiene, pone las cartas que suman 5 en su pila. Termina el turno del jugador 1.
5. Si el jugador 1 no recibe una carta, elige una de la pila. Si el jugador 1 puede hacer 5, coloca estas cartas en su pila. Termina el turno de jugador 1.
6. Los jugadores toman turnos. Si un jugador no tiene tarjetas en su mano, pero hay tarjetas en la pila, toma dos tarjetas de la pila y sigue jugando.
7. Se acaba el juego cuando no hay más tarjetas en la pila.
8. Cada jugador escribe una lista de las parejas que obtuvo que suman 5. El jugador con la mayor cantidad de parejas gana el juego.

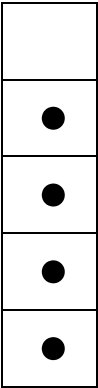
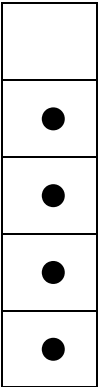
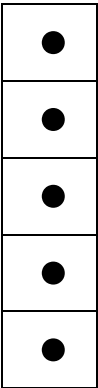
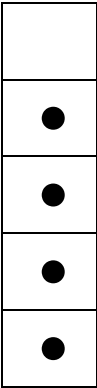
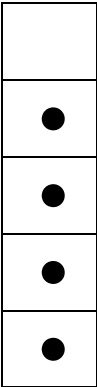
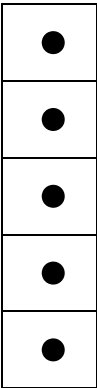
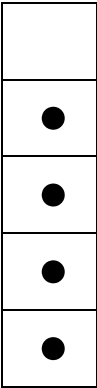
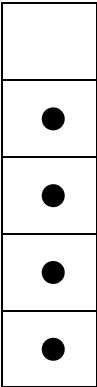
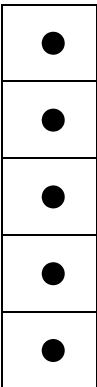
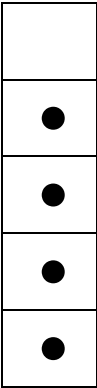
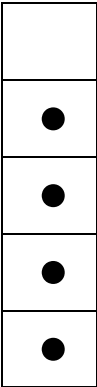
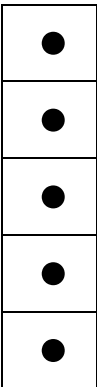
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one	1	one	1	zero	0
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1	one	1	one	0	zero
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one	1	one	1	zero	0
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1	one	1	one	0	zero
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4	four	4	four	5	five
					
4	four	4	four	5	five
					
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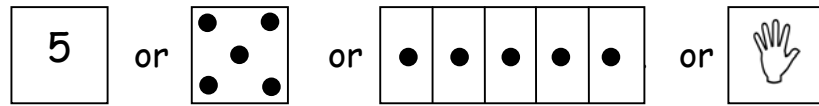
4	four	4	four	4	four
					
4	four	4	four	5	five
					
4	four	4	four	5	five
					
four	4	four	4	five	5
					

DOT BINGO

Material: A number cube **The draw cards attached can be used instead of a die.
One bingo card for each player
Counters

Players: Two to four

Rules: After each player chooses a bingo card, the first player rolls the number cube. Each player checks to see if the number rolled is on her own bingo card. If the number is in more than one square, each player decides which square should be covered. Only one square can be covered each turn. For example, if a five is rolled, any one of the following squares could be covered.



The second player rolls the number cube and the game continues until one of the players has covered four corners and a line (horizontal, diagonal or vertical).

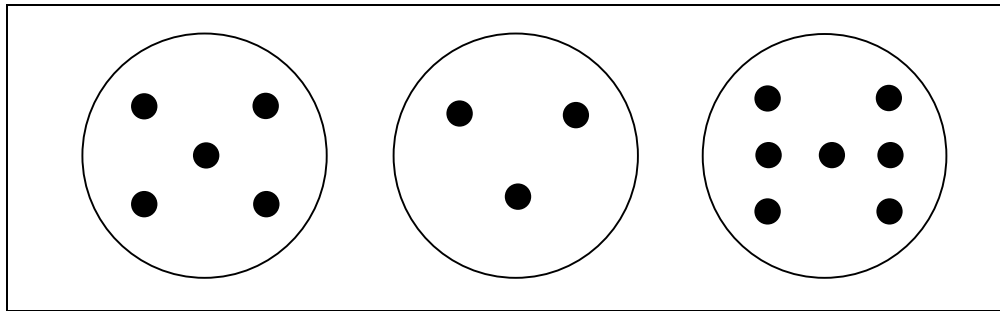
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Note to parents:

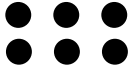
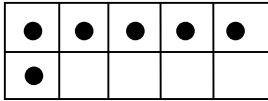
Dot Bingo is a game that requires subitizing. Subitizing is “instantly recognizing how many dots there are in a group”.

For example, a child who is subitizing can instantly state without counting how many dots are found in each of these figures.

This game and other dice games help students to subitize dot patterns.



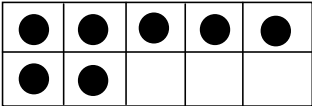
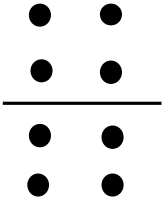
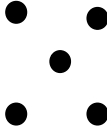
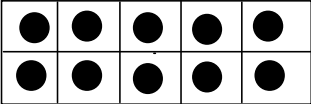
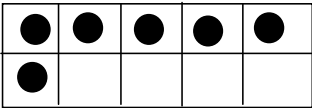
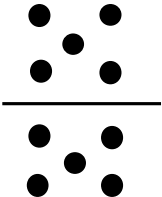
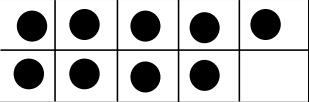
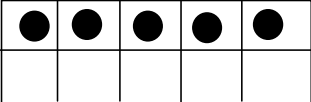
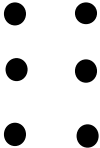
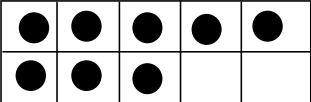
Subitizing helps a child form mental pictures of numbers and to realize that a number can be represented in many ways.

Six is  but it is also  and 

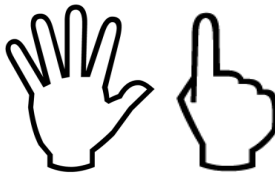
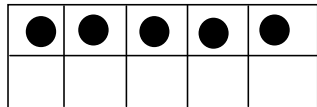
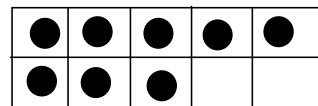
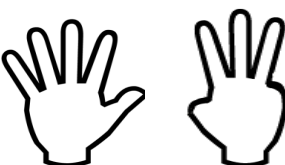
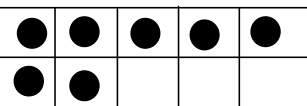
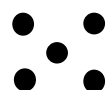
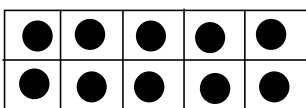
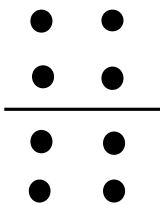
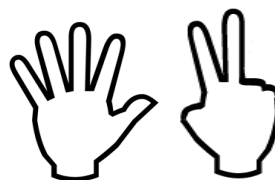
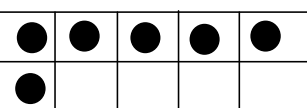
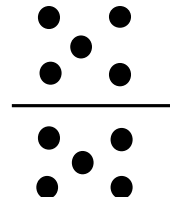
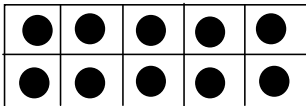
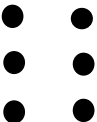
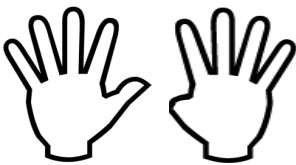
DOT BINGO

- » Subitizing
- » Addition

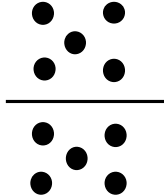
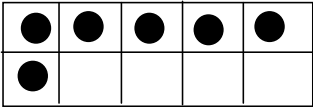
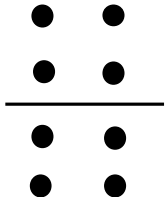
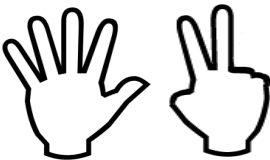
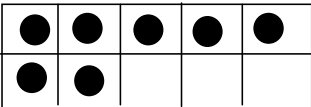
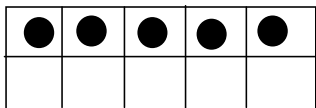
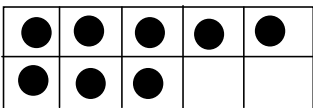
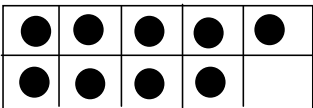
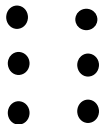
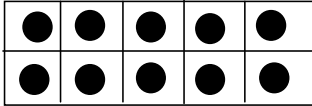
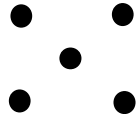
BINGO 5-10

			8	
7				
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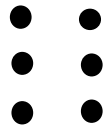
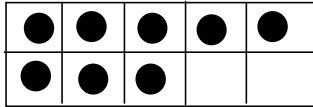
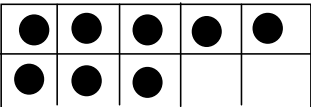
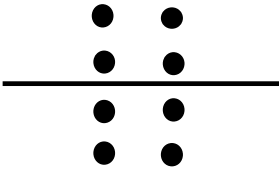
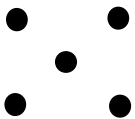
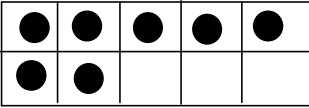
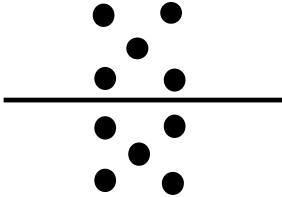
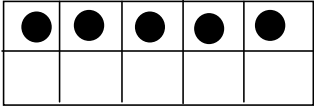
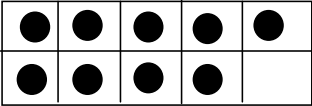
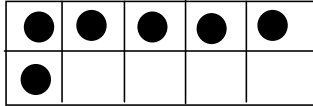
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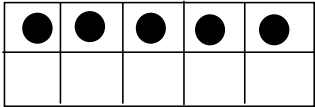
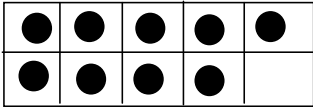
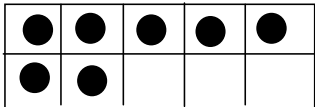
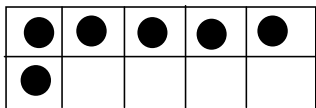
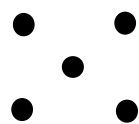
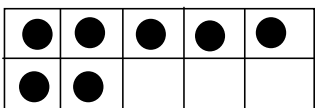
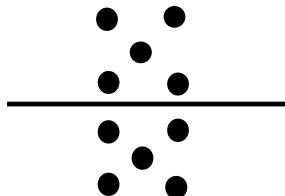
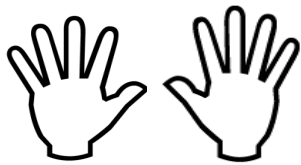
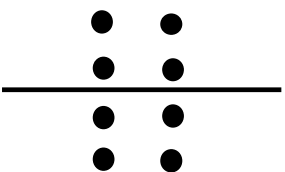
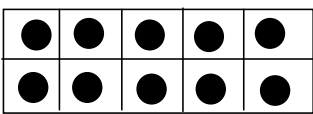
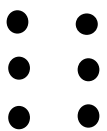
BINGO 5-10

				
				
	8	FREE		
				9
		10		

BINGO 5- 10

			8	
			9	
		FREE		
	10			
				

BINGO 5-10

			9	
8				10
		FREE		
				
				

<u>6</u>	7	8
<u>9</u>	10	5

These cards can be used in place of dice

Cut these up and use them as a draw pile.

Se puede usar estas cartas en lugar de un cubo de números

<u>6</u>	7	8
<u>9</u>	10	5

These
cards can
be used in
place of
dice

Se puede
usar estas
cartas en
lugar de
un cubo
de
números



Work Place Instructions 1H Which Numeral Will Win?

Each pair of players needs:

- 2 spinner overlays (1 per student) ***Place a pencil at the center of the spinner and use a paper clip to spin.
- 2 fine-tip markers (1 per student)
- 2 Which Numeral Will Win? Record Sheets (either 0–5 or 6–10, 1 per student)

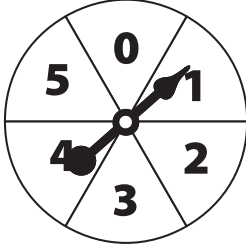
- 1 Each player spins the spinner, finds the numeral spun on the record sheet, and traces over the first dotted numeral in that row. Only one numeral is traced for each spin.
- 2 Players continue to spin and trace the numerals until one row fills completely.

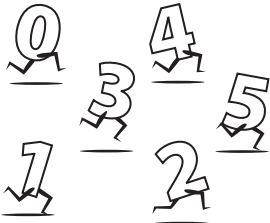
NAME _____

DATE _____

1H Which Numeral Will Win? Record Sheet

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5





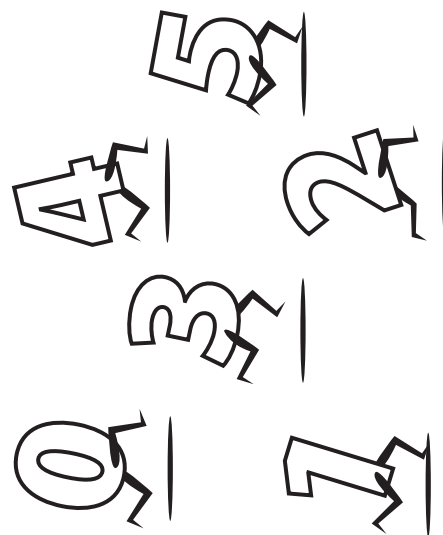
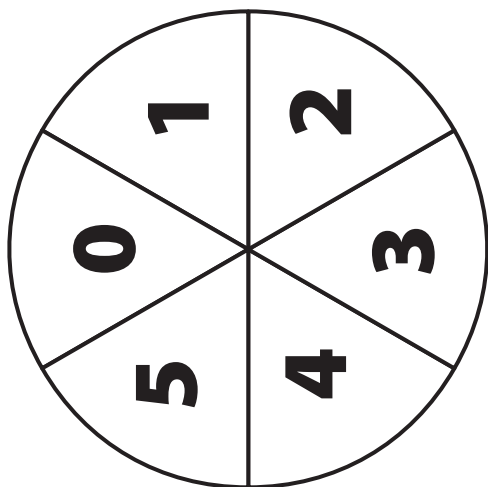
- 3 Players compare with their partners. Are there any numerals that seem to be winning most of the time?

NAME _____ DATE _____



1H Which Numeral Will Win? 0–5 Record Sheet

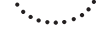
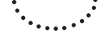
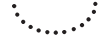
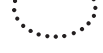
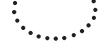
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

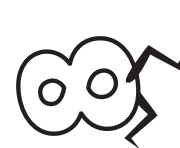
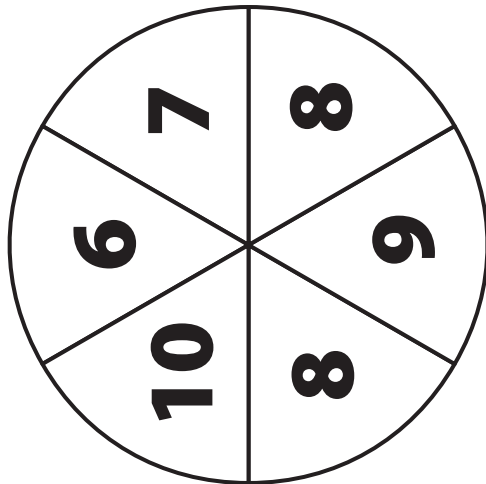


NAME _____ DATE _____



1H Which Numeral Will Win? 6–10 Record Sheet

6 	6 	6 	6 	6 	6 
7 	7 	7 	7 	7 	7 
8 	8 	8 	8 	8 	8 
9 	9 	9 	9 	9 	9 
10 	10 	10 	10 	10 	10 



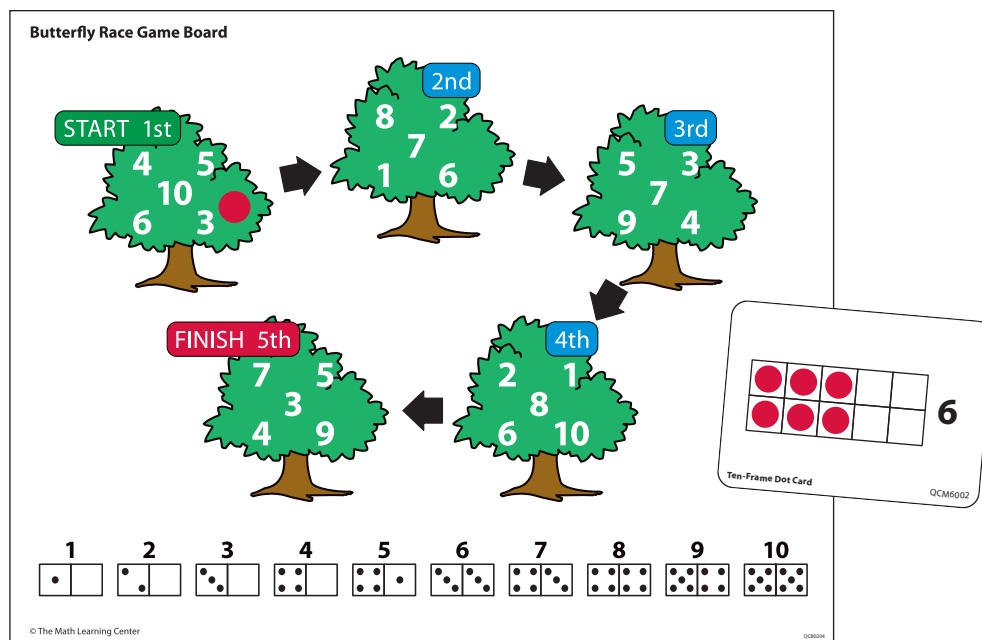


Work Place Instructions 3B Butterfly Race

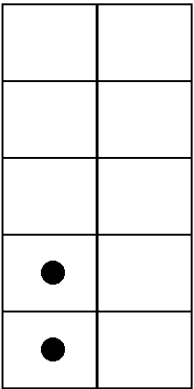
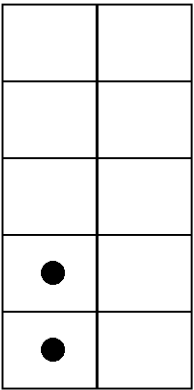
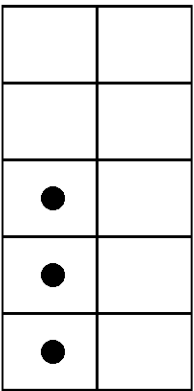
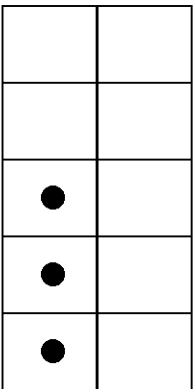
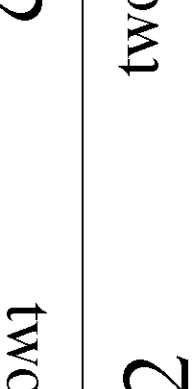
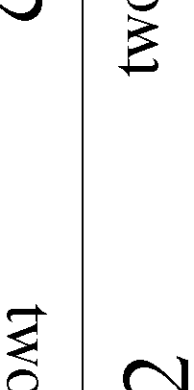
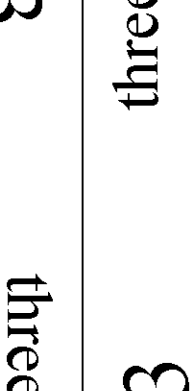
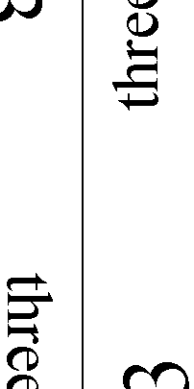
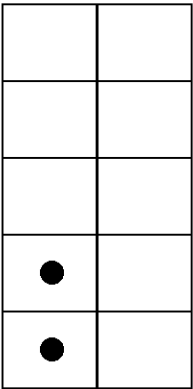
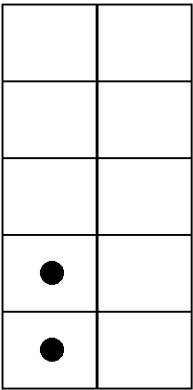
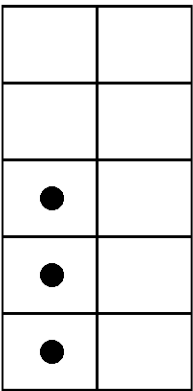
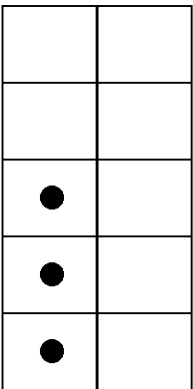
Each pair of players needs:

- 1 Butterfly Race Game Board
- 1 deck Ten-Frame Dot Cards ***Cards on the following pages need to be cut out.
- 2 game markers, 1 red and 1 blue ***Use coins as markers.

- 1 Players mix the Ten-Frame Dot Cards and place them face-down. They decide who will be the red butterfly and who will be the blue.
- 2 Players take turns drawing a card, determining how many dots are on the card, and looking to see if that numeral is on the next tree.
 - If it is, they can move their butterfly to the tree.
 - If it isn't, they need to wait for the next turn to try again.



- 3 Players follow the arrows clockwise from tree to tree.
- 4 The first player to fly to the last (fifth) tree is the winner.

2  two 2	2  two 2	3  three 3	3  three 3
2  two 2	2  two 2	3  three 3	3  three 3
two  2	two  2	three  3	three  3

4 four 4 four	4 four 4 four	5 five 5 five	5 five 5 five
4 four 4 four	4 four 4 four	5 five 5 five	5 five 5 five

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3C Spill Ten Beans Record Sheet

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



Work Place Instructions 7C Capture the Number

Each pair of players needs:

- 1 set each of Ten-Frame Dot Cards and Double Ten-Frame Dot Cards, shuffled together
- 1 Capture the Number, Zero to Twenty Number Line
- 2 crayons of different colors
- 2 Capture the Number Record Sheets (1 per player)

- 1 Partners write their names at the top of the Capture the Number, Zero to Ten Number Line and make a colored dot to show which color they will be using.
- 2 Players place the mixed up set of ten-frame and double ten-frame cards in a pile face-down.
- 3 The first player draws a card and announces what number it is, then finds the same number on the number line and colors the dot above it.
- 4 The second player draws a card, announces the number, finds it on the number line, and colors in the dot above it with a different color.
- 5 If a player draws a number that has already been used, that player misses the turn.
- 6 Play continues until all the dots above the numbers are colored in. The player with the most dots filled in wins the game.
- 7 Each player fills in her own Capture the Number Record Sheet.
 - The players write the numbers they have captured on the record sheet.
 - They write the number of numbers captured by each player.
 - They write an inequality statement that shows which number is greater and which is less. (For example, if one player has filled in 12 dots and the other has filled in 9 dots, they would write $12 > 9$.)

7C Capture the Number, 0–20 Number Line

Unit 7 Module 2 | Session 2 one-third class set, cut apart and stored in the Work Place bin

NAME _____ AND _____ DATE _____

Teacher Master—Bridges in Mathematics Kindergarten

7C Capture the Number Record Sheet

Unit 7 Module 2 | Session 2 one-third class set, cut apart and stored in the Work Place bin

NAME _____ DATE _____

- 1 Write the numbers you captured. 2, 3, 6, 8, 9, 13, 15, 18, 19
- 2 How many numbers did you capture? 9
- 3 How many numbers did your partner capture? 12
- 4 Write a statement to show which number is greater and which is less.
12 > 9

Game Variations

- A Students play with the Capture the Number, Zero to Ten Number Line and use only cards in the 0–10 range.
- B Students play with the Capture the Number, Zero to Twenty Challenge Number Line.

NAME _____

| DATE _____

**7C Capture the Number Record Sheet**

- 1 Write the numbers you captured. _____
- 2 How many numbers did you capture? _____
- 3 How many numbers did your partner capture? _____
- 4 Write a statement to show which number is greater and which is less.

NAME _____

| DATE _____

**7C Capture the Number Record Sheet**

- 1 Write the numbers you captured. _____
- 2 How many numbers did you capture? _____
- 3 How many numbers did your partner capture? _____
- 4 Write a statement to show which number is greater and which is less.

NAME _____

| DATE _____

**7C Capture the Number Record Sheet**

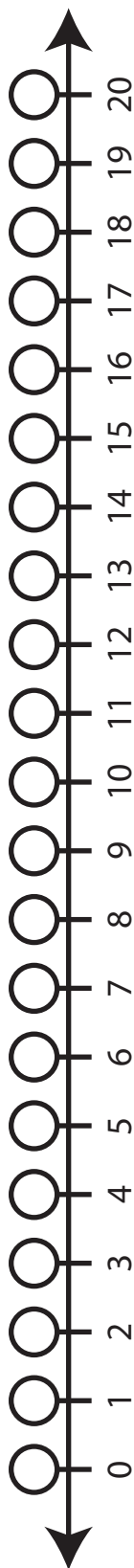
- 1 Write the numbers you captured. _____
- 2 How many numbers did you capture? _____
- 3 How many numbers did your partner capture? _____
- 4 Write a statement to show which number is greater and which is less.

**7C Capture the Number, Zero to Twenty Number Line**

NAMES _____

AND _____

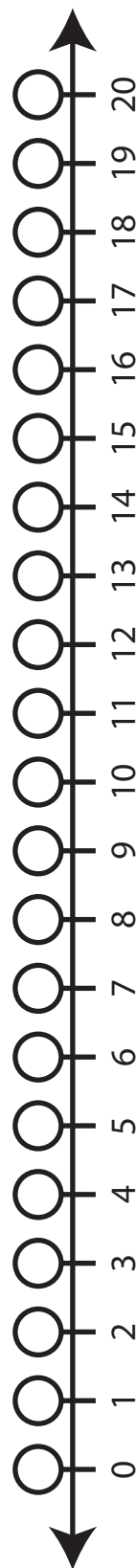
DATE _____

**7C Capture the Number, Zero to Twenty Number Line**

NAMES _____

AND _____

DATE _____



**7C Capture the Number, Zero to Ten Number Line**

NAMES _____

AND _____

DATE _____

**7C Capture the Number, Zero to Ten Number Line**

NAMES _____

AND _____

DATE _____

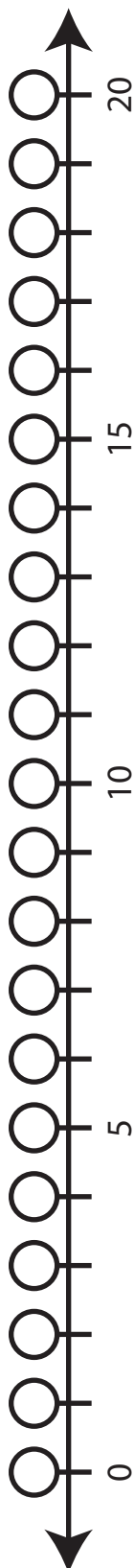


**7C Capture the Number, Zero to Twenty Challenge Number Line**

NAMES _____

AND _____

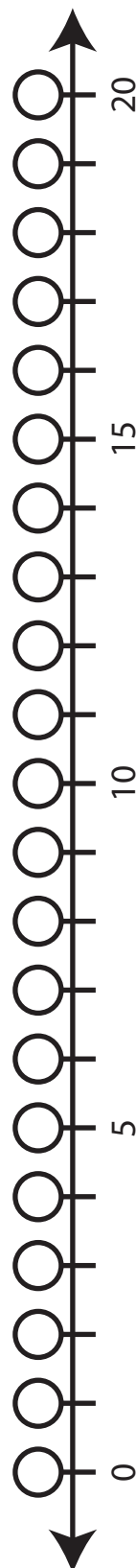
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**7C Capture the Number, Zero to Twenty Challenge Number Line**

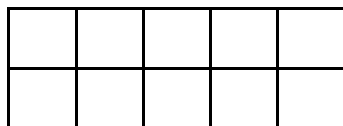
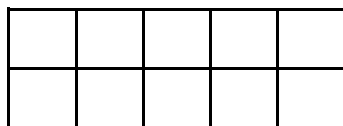
NAMES _____

AND _____

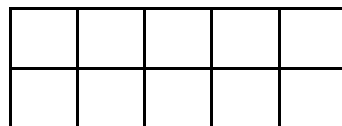
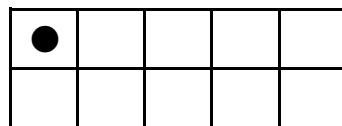
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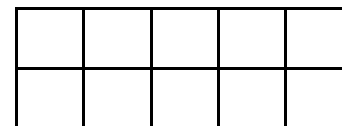
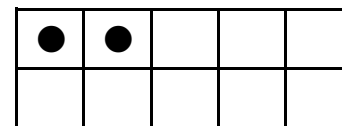
20 frame cards
Frames and numerals
0-20



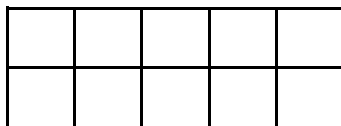
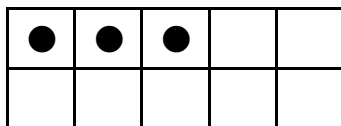
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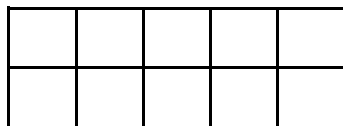
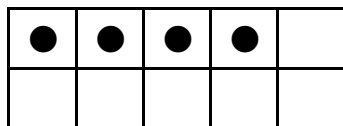
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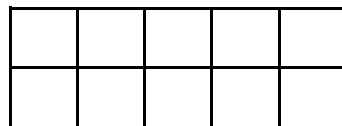
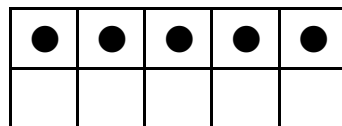
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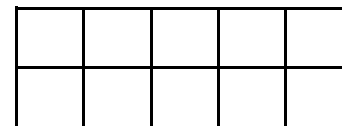
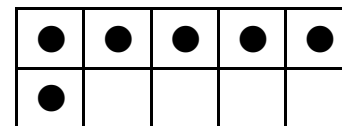
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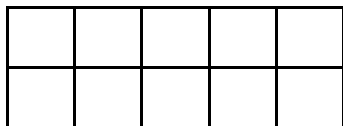
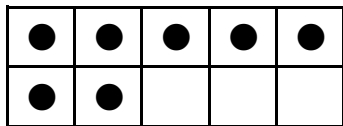
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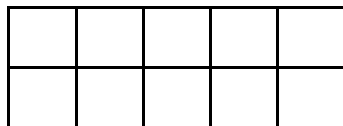
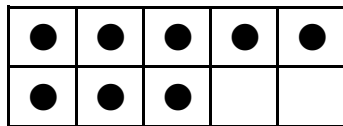
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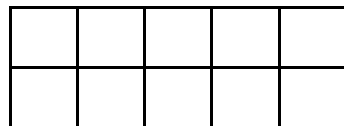
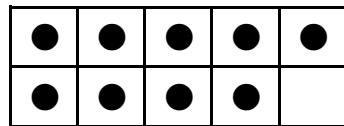
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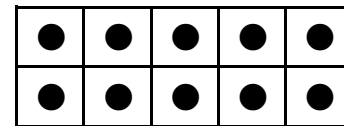
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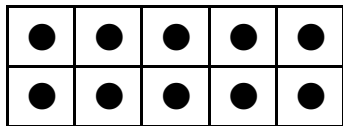
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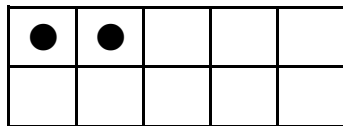
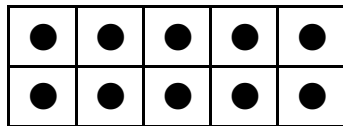
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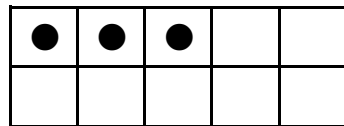
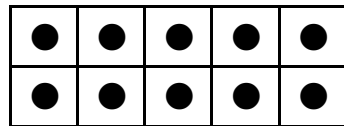
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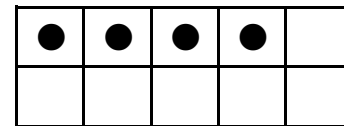
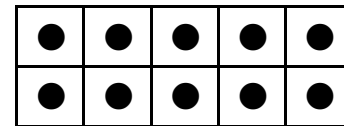
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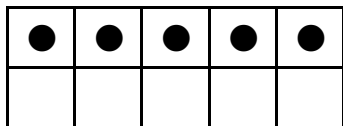
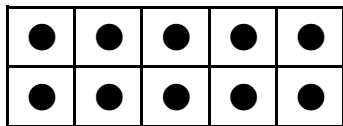
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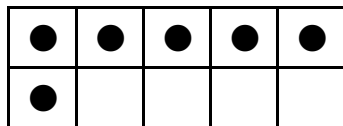
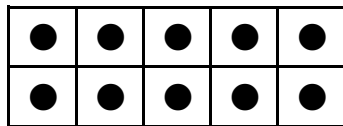
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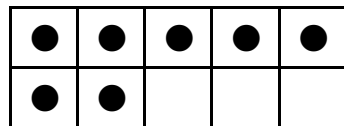
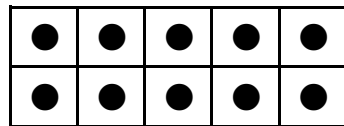
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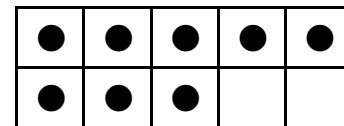
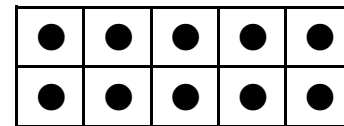
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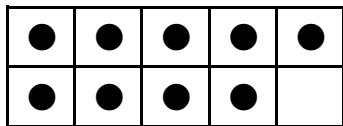
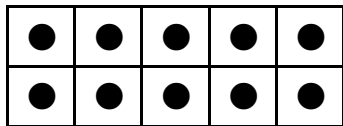
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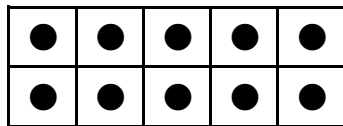
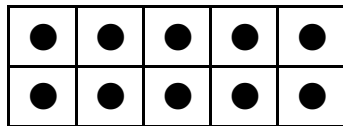
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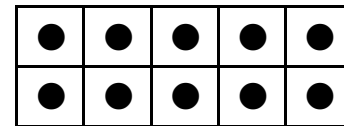
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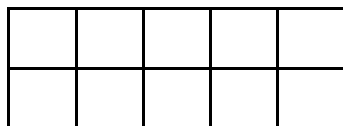
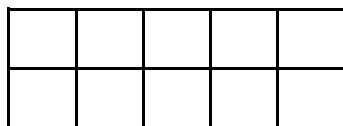


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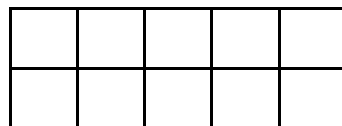
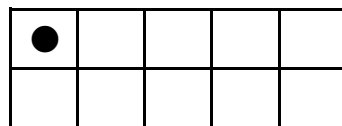


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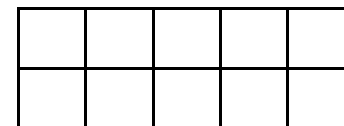
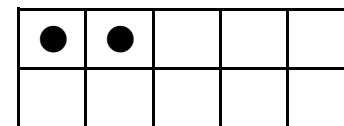
20 frame cards
Frames and numerals
0-20



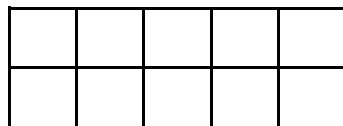
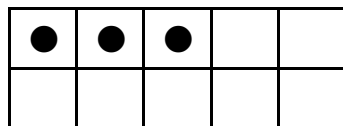
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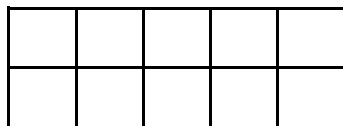
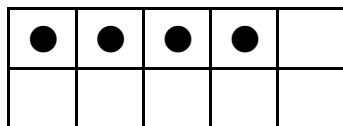
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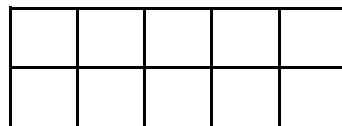
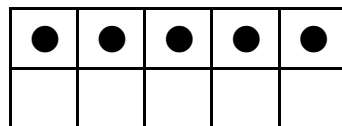
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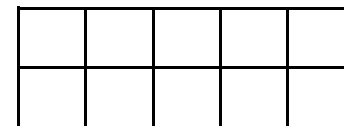
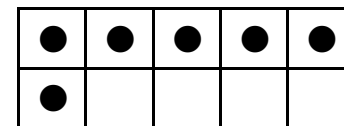
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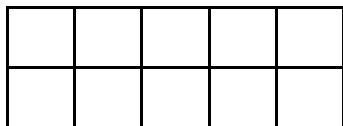
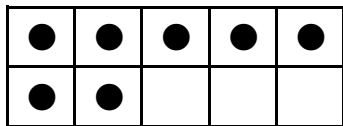
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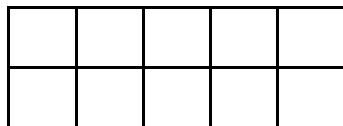
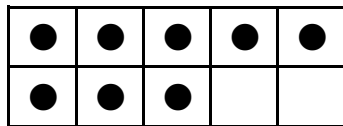
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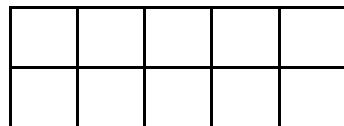
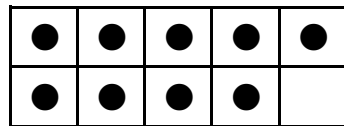
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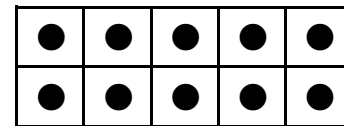
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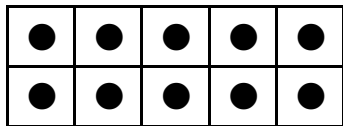
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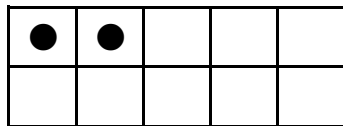
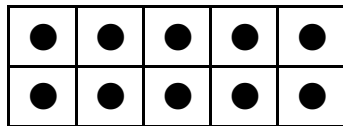
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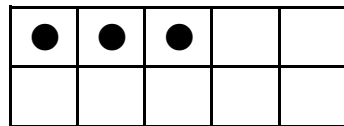
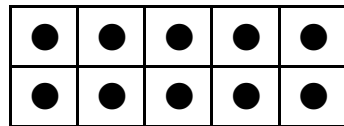
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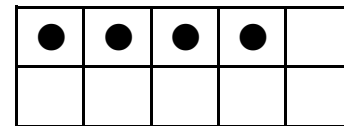
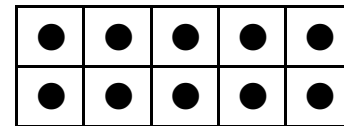
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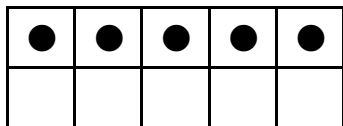
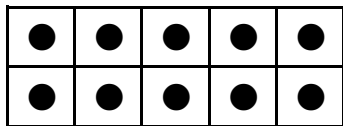
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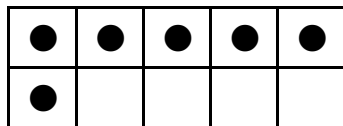
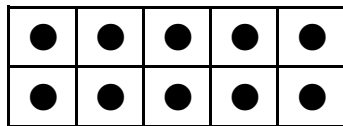
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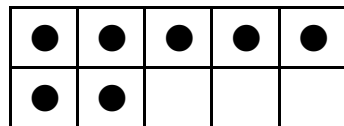
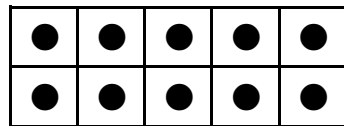
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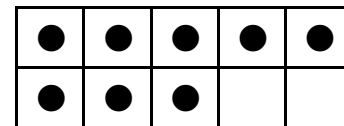
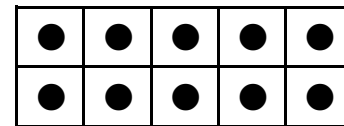
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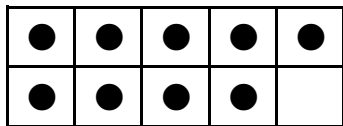
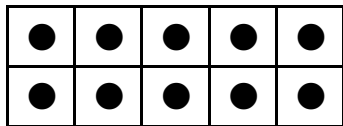
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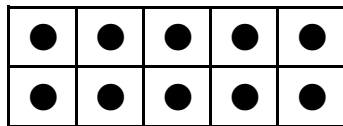
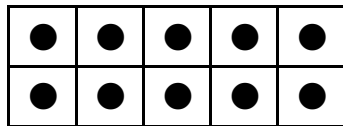
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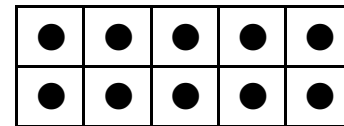
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