Name: _____

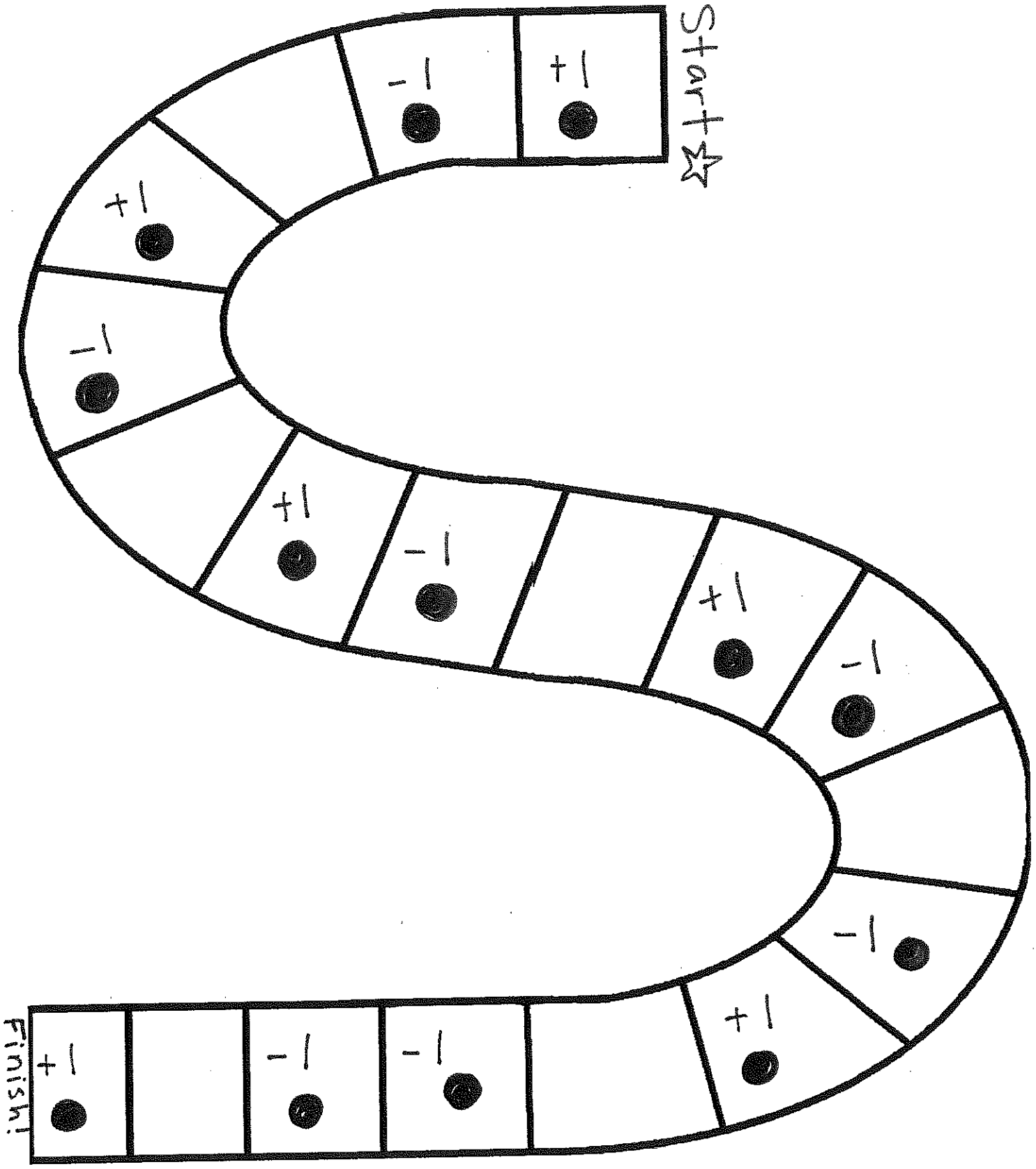
Plus 1, Minus 1 Directions.

Materials: Plus 1, Minus 1 playing board, Plus 1, Minus 1 Recording Sheet copied back and front, dice, counters and a 20 frame (for alternative game)

Basic Directions:
Students roll 1 dice.
They record that number.
They move that number on the board.
They then either add 1, subtract 1 or add or subtract 0 from that number and record.
Repeat (each time recording the dice number)
Partners play until reaching the end.

Advanced directions: (Results in larger numbers - up to 25, requires more parts)
Students roll 1 dice.
They record that number.
They move that number on the board.
They then either add 1, subtract 1 or add or subtract 0 from that number and record.
Students also take that number of counters and place on the 20 frame.
Next turn the student starts with the number of counters she has and then takes away a counter or adds a counter or does nothing depending on the place she landed on the board.
Partners play, continuing to add more counters until reaching the end.

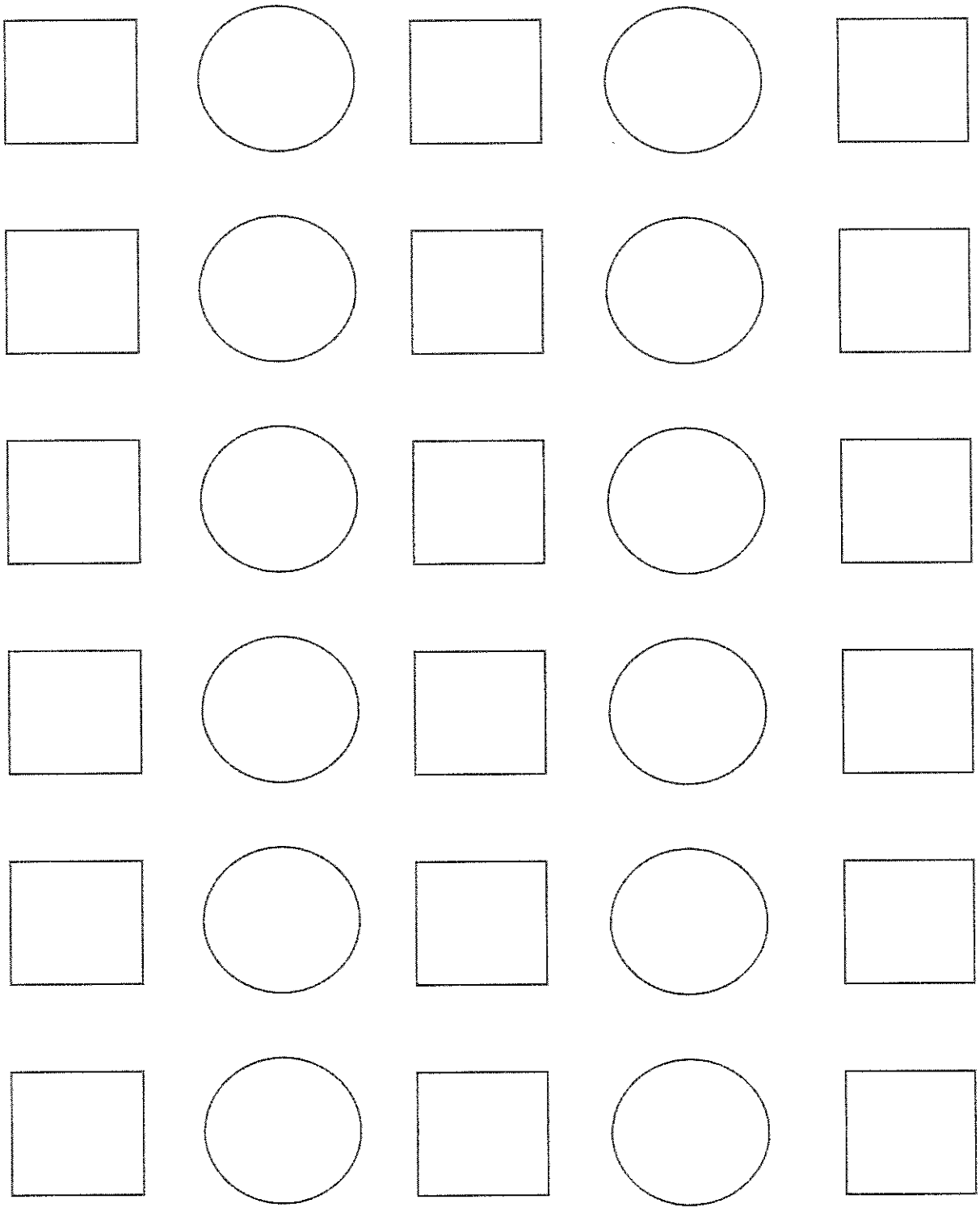
Plus 1, Minus 1



Name: _____

Plus 1, Minus 1 Recording Sheet

Roll



ADDITION TOP-IT

Basic Game

* **Materials:** 1 *Everything Math Deck*, cards 0–10 only (or an equivalent set of number cards); a penny (optional)

Number of players: 2 or 3

Directions: A player shuffles the cards and places the deck number-side down on the playing surface. Each player turns over two cards and calls out their sum. The player with the highest sum wins the round and takes all the cards.

In case of a tie, each player turns over two more cards and calls out their sum. The player with the highest sum then takes all the cards from both plays.

Play ends when not enough cards are left for each player to have another turn. The player with the most cards wins.

Option: Children toss a penny to determine whether the player with the most or the fewest cards wins.

Game Variations

1. Use a set of double-nine dominoes instead of a set of number cards to generate addition problems. Place the dominoes facedown on the playing surface. Each player turns over a domino and calls out the sum of the dots on the two halves. The winner of a round takes all the dominoes then in play.
2. To extend the range of the addends, use all the cards in the *Everything Math Deck*, or use a regular die and a polyhedral die together. If you are using dice to generate the numbers, place the dice in a shaker or empty can. Place 20 pennies or counters in a pile. The winner of a round takes a penny or a counter from the pile.
3. To practice addition with three addends, use three cards or three dice (possibly a combination of regular and polyhedral dice).

Note

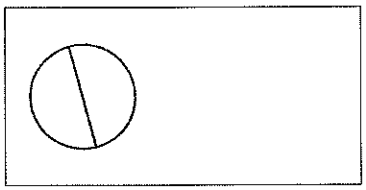
Using a shaker or empty can tends to be noisy. Suggest that children put a piece of tissue paper in the bottom of the shaker to cut down on the noise.

* Find a black line master of the *Everything Math Deck*, in **Other Resources** section of binder

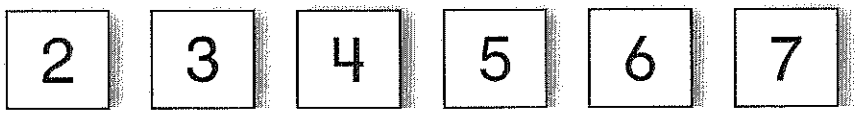
2 Be My Partner

Pairs

Start Make a playing mat.

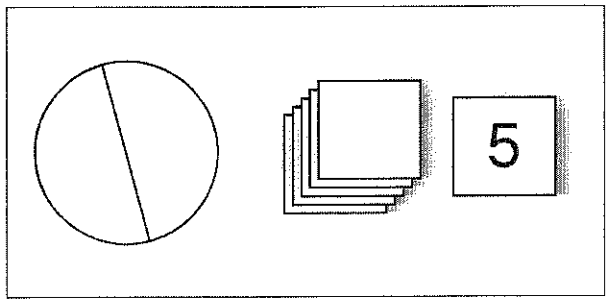


Use Game Cards 2–7.

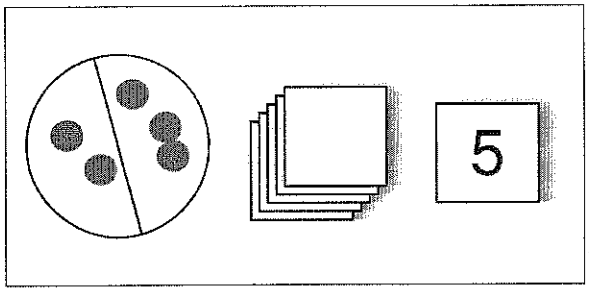


Mix and stack the cards face down.

1. Pick the top card. Turn it over.



2. Use counters to show partners for your number.
3. Write an equation for your partners.

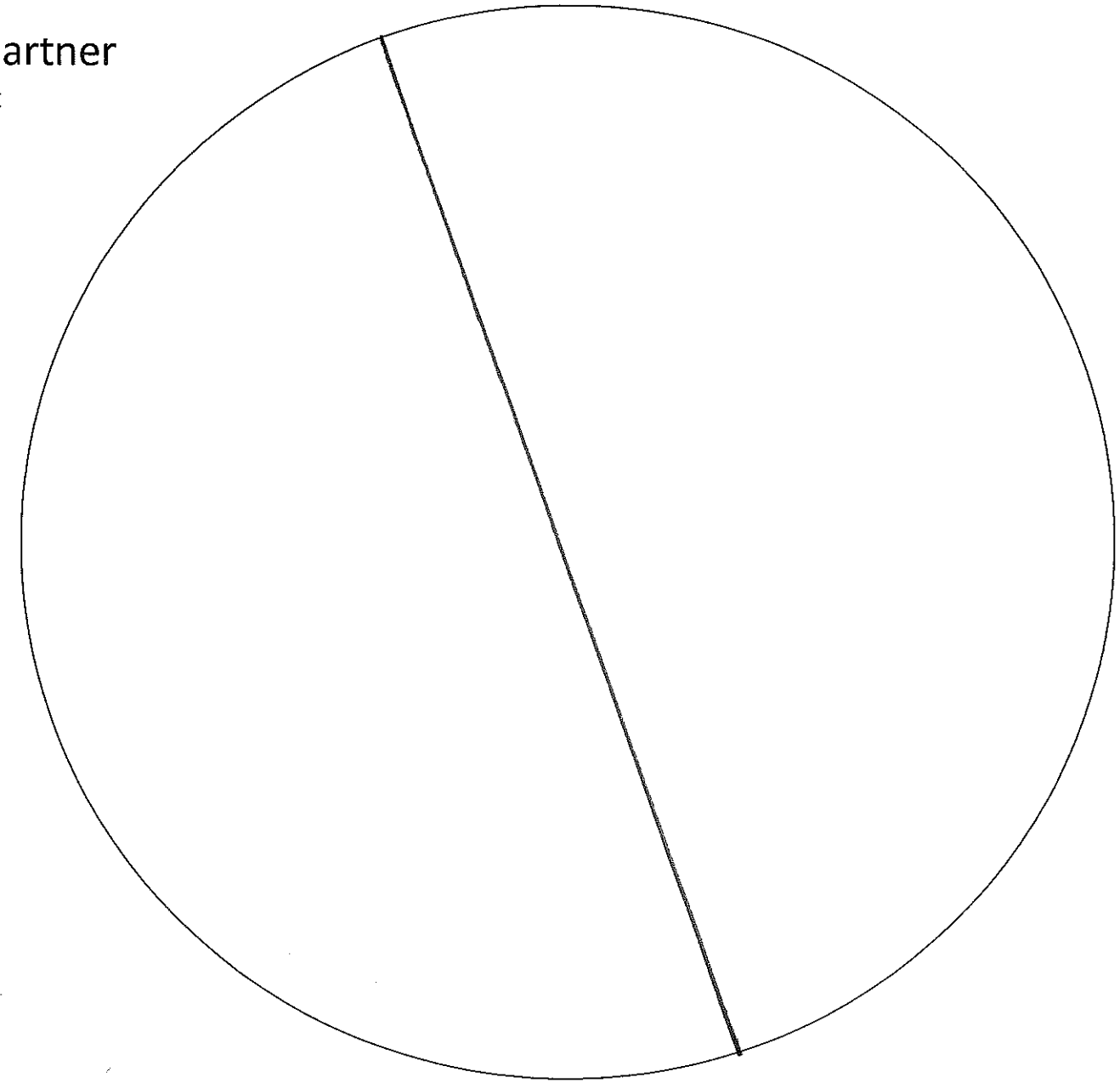


$5 = 2 + 3$

4. Move the counters to show all the different partners for your number. Write the equations.
5. Take turns. Repeat Steps 1–4. Stop when all the cards have been played.
6. **Analyze** If you don't include 0 as a partner, do any of the numbers have just one set of partners? Explain.

Be My Partner

playing mat



Be My Partner – game cards

2	3	4
5	6	7

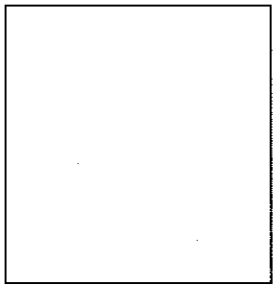
2	3	4
5	6	7

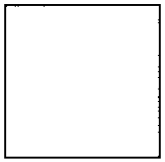
Name _____

Be My Partner

Pick a number card.
Get that many counters.
Put the counters on your playing mat.
Show **all** the partners for your number.
Write the equations for your partners.

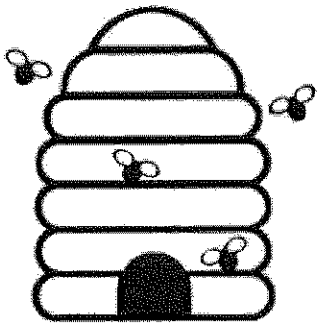
number card





= _____ + _____

<u>On the back</u>: Pick a **NEW** number card. Show all the partners for your new number. Write the equations for your partners.

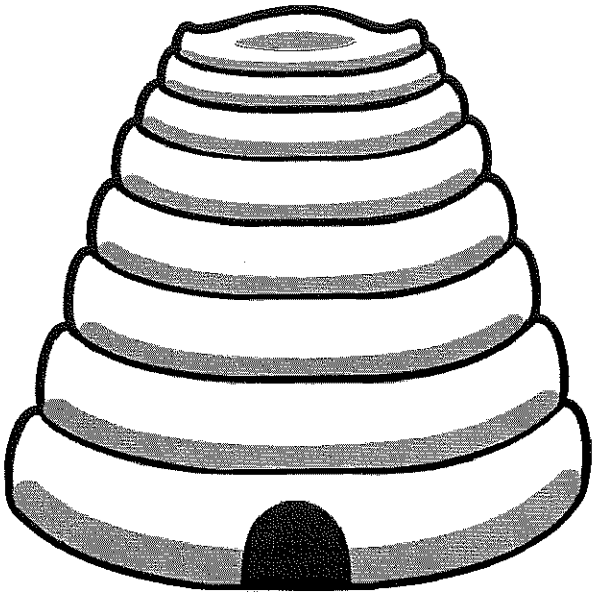


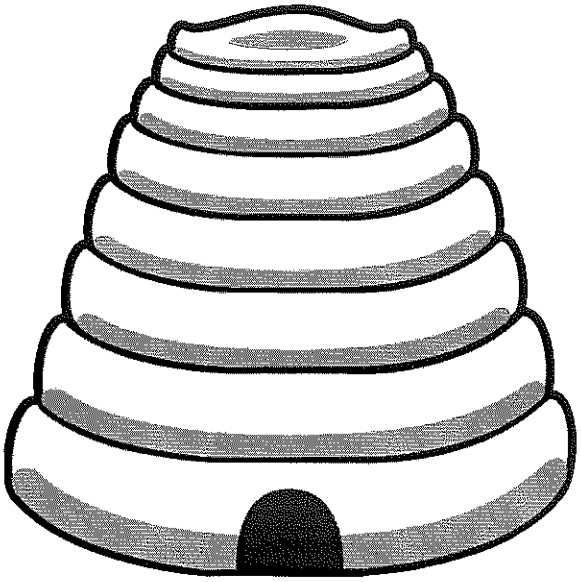
Bees in the Hive

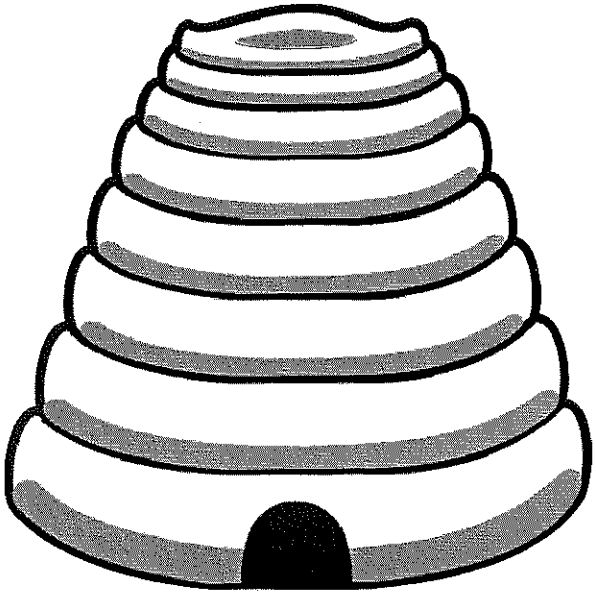
Objective: To find an unknown partner when one partner and the total are known.
Players: 2
Materials: bee hive mat
5-10 counters
recording sheet
pencil

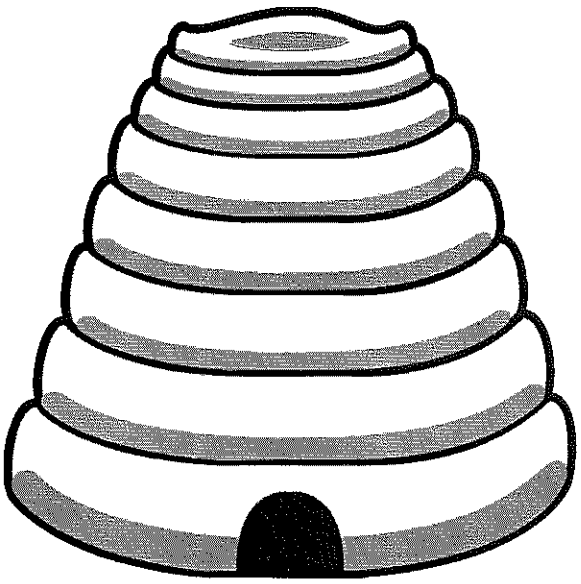
Directions:

Choose total to work with between 5 and 10. Get that number of counters. First player closes their eyes. Second player hides some of the bees under the hive. First player opens their eyes and figures out how many bees are hiding in the hive. Second player checks their work and records the numbers on the worksheet. It's okay if students repeat partners on subsequent turns because it will reinforce the learning of the partners.





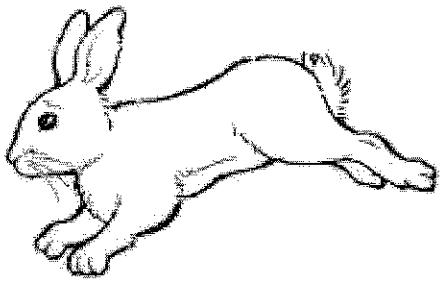




Name: _____

Number of Bees = _____

Bees Outside the Hive 	Bees in the Hive 	Equation:



Bunny Hop

Objective: To learn how to count on and count back using a number line.
Players: 1 or 2
Materials: number line 0-20
paper bunny or marker
one dice

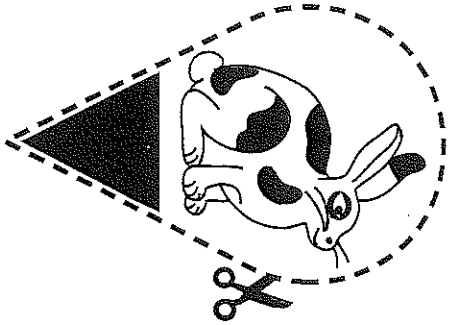
Directions:

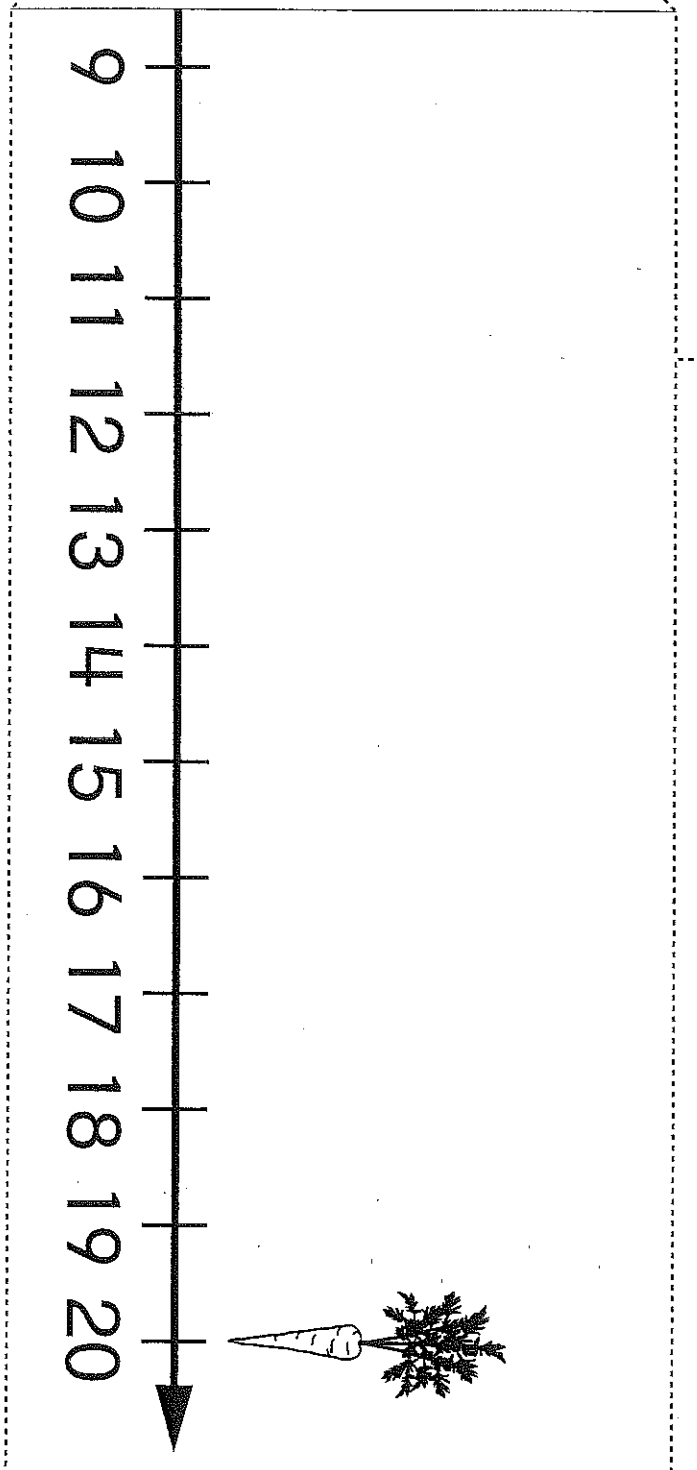
Roll die and "hop" / count on. Student must roll exact number to land on 20. Then roll die and count back. Student must roll exact number to land on 0. Play as many times as desired.

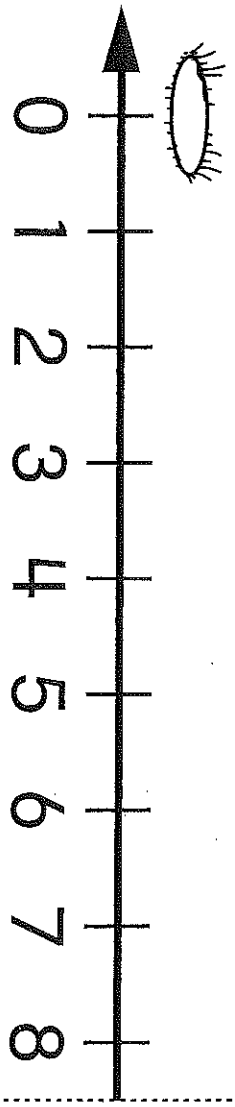
Name Date

Bunny Hop

TAB







Name _____

Dice Roll

Roll 2 dice. Write the equation. Underline the greater number. Draw dots above the smaller number. **Count on** to find the total.

○○ 2 + 5 = 7	

☆ Challenge: Roll 3 dice. Write the equation. **Count on** to find the total. Write as many different equations as you can!

One Less, One More

Activity Card 1-1

Work:

Use:

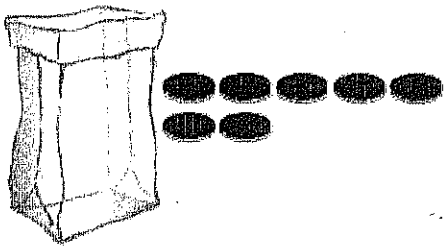
- 10 counters

- Game Cards 5–10
- Paper bag 

Choose:

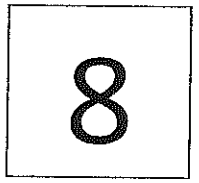
- 1
- 2

1. **Work Together** Place the counters in the bag.
2. 1 Take out more than 5 counters. Put 5 in a line and the extras below.



3. 2 Show the card that is one less.

Then show the card that is one more.



4. On the worksheet, record the numbers used.

* Use Ten Frame Mat for visual support

Name _____

One Less, One More

One less	Number of Counters	One more

Name _____

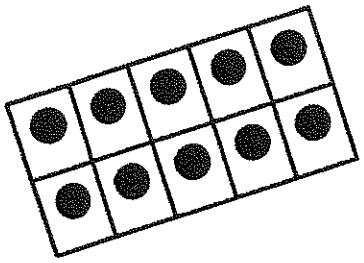
One Less, One More

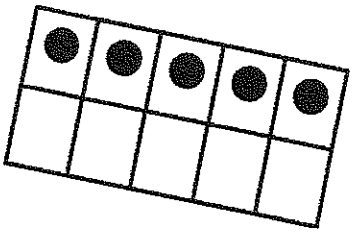
One less	Number of Counters	One more

10	8	7
6	5	9
8	7	6

10	8	7
6	5	9
8	7	6

One Less, One More – game cards





Penny - Dice Game

PENNY DICE GAME

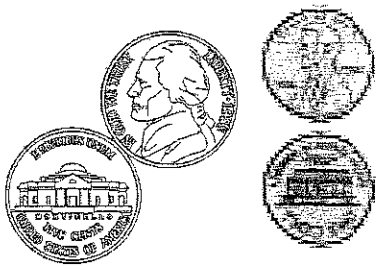
Materials: 10 pennies for each player; 1 die for each partnership or group 10-frame mat for each player (see Resources)

Number of players: 2 or more

Directions: Partners pool their pennies to make twenty. They take turns rolling the die and picking up as many pennies as the number on the die. To pick up the last pennies, the number on the die must match the number of pennies remaining.

The game ends when the last pennies have been picked up. The child with the most pennies wins the round.

Option: At the end of a round, children may flip a penny to determine whether the player with the most or least pennies will win that round. Heads means the highest number of pennies wins; tails means the lowest number of pennies wins.



Name _____

Roll for Coins!

Roll the die. Draw or put down that many nickels ⑤
Roll the die again. Draw or put down that many pennies ①

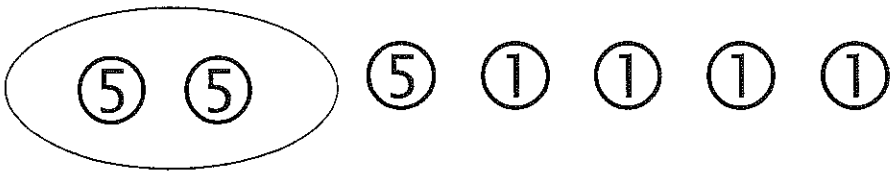
Count by fives and then ***count on*** by ones to find the total.

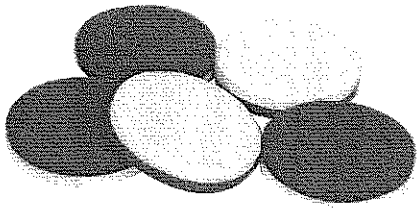
Round 1 ⑤ ⑤ ⑤ ① ① ① ①	19¢
Round 2	¢
Round 3	¢
Round 4	¢

Round 5	¢
Round 6	¢
Round 7	¢
Round 8	¢

☆ Challenge: How many cents in all? ¢

HINT: Circle 2 nickels to Make a Ten. Then count by tens to find how many cents in all.



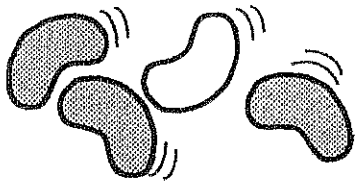


Shake those beans!

Objective: To learn the different partners of a given total (sum) from 4-9.
Players: 1 or 2 (one student shakes/sorts, other student records)
Materials: plastic cup
2-sided counters - hard plastic "beans" work well
quiet mat (optional) – to sort counters
recording sheet – 4, 5, 6, 7, 8, or 9

Directions:

Choose total (sum) to work with. Put that number of 2-sided counters in the cup. Shake gently. Turn cup upside down to place counters on a surface. Sort counters into the two colors. Record the partners (addends) shown and the sheet. Does not matter which color is recorded first. With practice students will see that even when the partners are switched the total stays the same. Play until at least ONE set of partners is rolled six times—a 1st place winner. Alternatively ask students to play until there is a 2nd place and 3rd place winner!



Shake those beans! 4

name _____

0 + 4	**1 + 3**	**2 + 2**	**3 + 1**	**4 + 0**