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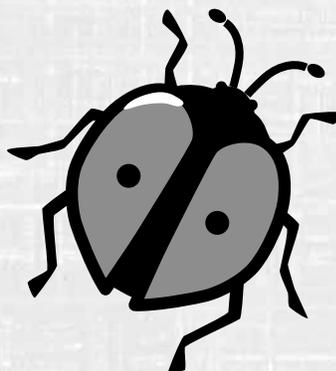
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How to Use This Book

Selecting Activities and Games

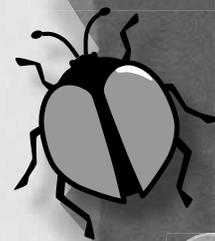
The activities and games in this book are divided into four sections: **shapes and patterns**, **identifying numbers**, **counting**, and **addition and subtraction**. See the table of contents for the specific page numbers on which sections begin. Begin by reviewing the activities and games by the skill you want; however, do not be limited by the sections. Many of the activities and games in this book can be adapted to any of the skills listed. For example, the activity “Gum Ball Machine” is in the Identifying Numbers section of the book; however, the activity can easily be adapted to have students practice addition or subtraction. Suggestions for adaptations are provided at the bottom on the teacher direction pages.



Preparation and Storage

The materials needed for each activity or game are listed on the teacher direction pages. Specific patterns or game boards that may be needed are on the pages following the teacher directions. The patterns can be photocopied in black and white from this book and then colored by hand, or they can be **printed in full color from the interactive whiteboard-compatible teacher resource CD**. Glue the pieces to construction paper or thin cardboard to create more durable pieces. Consider laminating all the pieces for durability, too. Enlarging the patterns and game boards is another option you may wish to consider. Use a copy machine with an enlarge option or copy the pattern onto a transparency. Place the transparency on an overhead projector and trace the image onto a piece of poster board.

A 9" x 12" (23 cm x 30 cm) manila envelope with a clasp works well to store most of the pieces needed for each game. You may want to create an envelope for each game in order to keep the pieces organized and easy to access. Be sure to clearly label each envelope with the name of the game. Once the materials needed to play the game are gathered and the game pieces created, preparation for the activities and games is minimal. Consider photocopying the teacher-direction page and cutting out the “Activity Procedures.” Glue these procedures to the front of the manila envelope. These directions tell how to do the activity or to play the game. The envelope can be handed to a parent volunteer or classroom aide. Only minimal verbal directions will be necessary because everything needed is contained within the envelope.



How to Use This Book (cont.)

Introducing the Activities and Games

Even though many of the games are designed for a small group, you may wish to introduce the activities and games in a whole-class setting. You may have to select a few students to help you demonstrate how to do the activity or play the game, or you may be able to modify the activity slightly in order to accommodate the whole class. An overhead projector, document camera, or interactive whiteboard are other methods of introducing an activity or game to the whole class. Photocopy necessary patterns onto transparencies, which can then be projected on a screen for the whole class to see. Finally, the activities and games can be introduced in a small group. Be sure to consistently describe and play the game with each group. When the children play the game independent of teacher supervision, you will want all of them to play by the same rules. Consider your class and the particular activity to decide the best method of introducing the games to your students.

It is useful to remind students each time an activity or game is introduced or played that the purpose is to practice math concepts, not to see who can win. Everyone wins if math concepts are learned and practiced in a fun way. You may wish to make it a policy that everyone gets a sticker, “kudos” from the teacher, or other small prizes if they participate in the activity or game. This reinforces the fact that everyone is a winner when he or she practices math.

Parent Volunteers and Classroom Aides

Utilize parent volunteers and classroom aides to assist you in preparing the materials in this book. Often, parents who are unable to volunteer in the classroom are willing to assist in coloring or assembling materials that are sent home. Be sure to provide directions and all of the materials necessary for the volunteers to complete the task. Providing a “return by date” also helps you get the materials back in a timely manner.

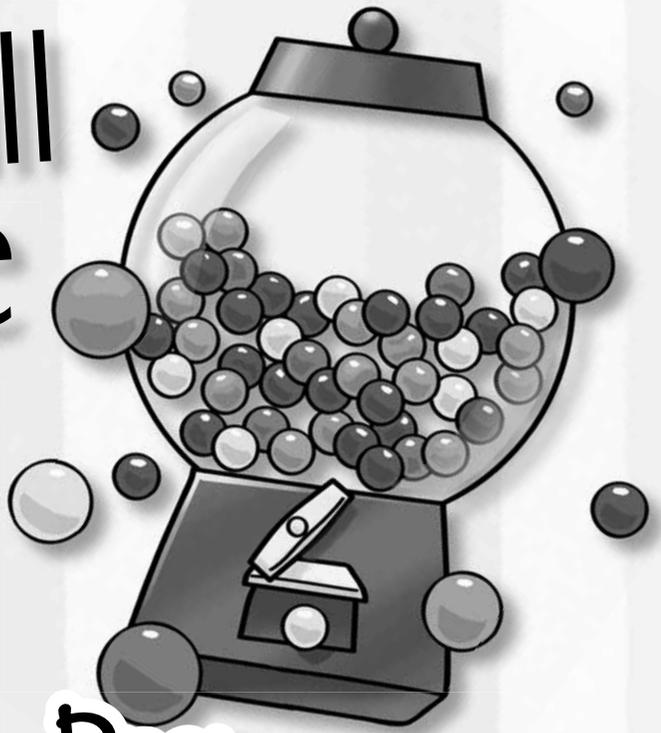
Parent volunteers, classroom aides, and cross-age tutors are excellent resources for monitoring small groups as they play games. Provide game monitors with directions on how the activity is to be done or how the games are to be played. Remind the monitors that the purpose of the activity or game is to practice math.

Who Goes First?

Who goes first? This is probably one of the most contested questions when children play games. You will want to have this question answered prior to introducing an activity or game to the students. You may wish to have a set procedure that can be used for determining who goes first for all the activities and games, or you may wish to select a different procedure for each activity and game. Either way, having the procedure established will eliminate many arguments. Some suggestions for determining who goes first are listed below.

- Roll a die.
- Draw straws.
- Pull numbers out of a “hat.”
- Flip a coin.
- Play rock, paper, scissors.
- Choose the person wearing the most blue (or any other color).
- Select the youngest/oldest.
- Have ladies/gentlemen go first.
- Have students play in alphabetical or reverse alphabetical order.

Gum Ball Machine



Skill:

Identifying numbers

Suggested Group Size:

2–6 students

Activity Overview:

Students identify numbers on cards and then cover the matching number on a gum ball game mat.

Materials:

- “Gum Ball Machine” (page 46)
- “Gum Ball Patterns” (page 47)
- 0–12 “Number Cards” (pages 168–171)

Activity Preparation

1. Photocopy “Gum Ball Machine,” one per student, on cardstock paper (or print color copies from the CD).
2. Photocopy “Gum Ball Patterns,” one per student, on cardstock paper (or print color copies from the CD).
3. Cut out the gum balls.
4. Laminate the gum ball machines and gum balls for durability. If desired, create durable gum balls out of foam.
5. Photocopy two sets of 0–12 number cards on cardstock paper.
6. Cut out the number cards.
7. Laminate the number cards for durability.

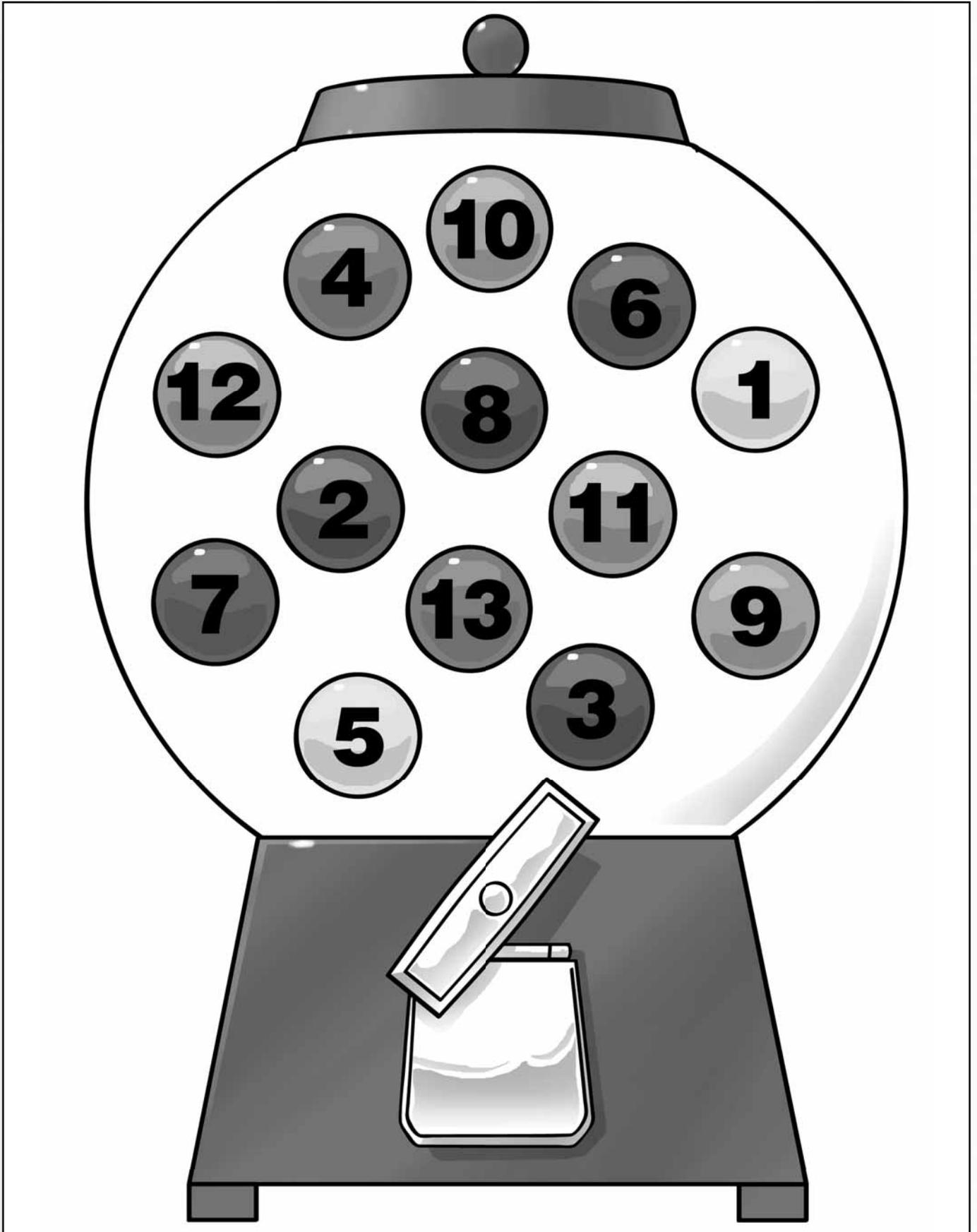
Activity Procedure

1. Give each student a gum ball machine and 13 gum balls.
2. Shuffle the number cards and place them in a central location.
3. Have a student take the top card from the deck and say the number. If the student correctly identifies the number, he or she can cover the matching number on his or her gum ball machine with a gum ball. If the student cannot identify the number, he or she must wait until his or her next turn to try again. If the student has already covered the number, he or she waits until his or her next turn.
4. Have other students take turns following the same procedure. The game is over when all the students have used all of their gum balls.

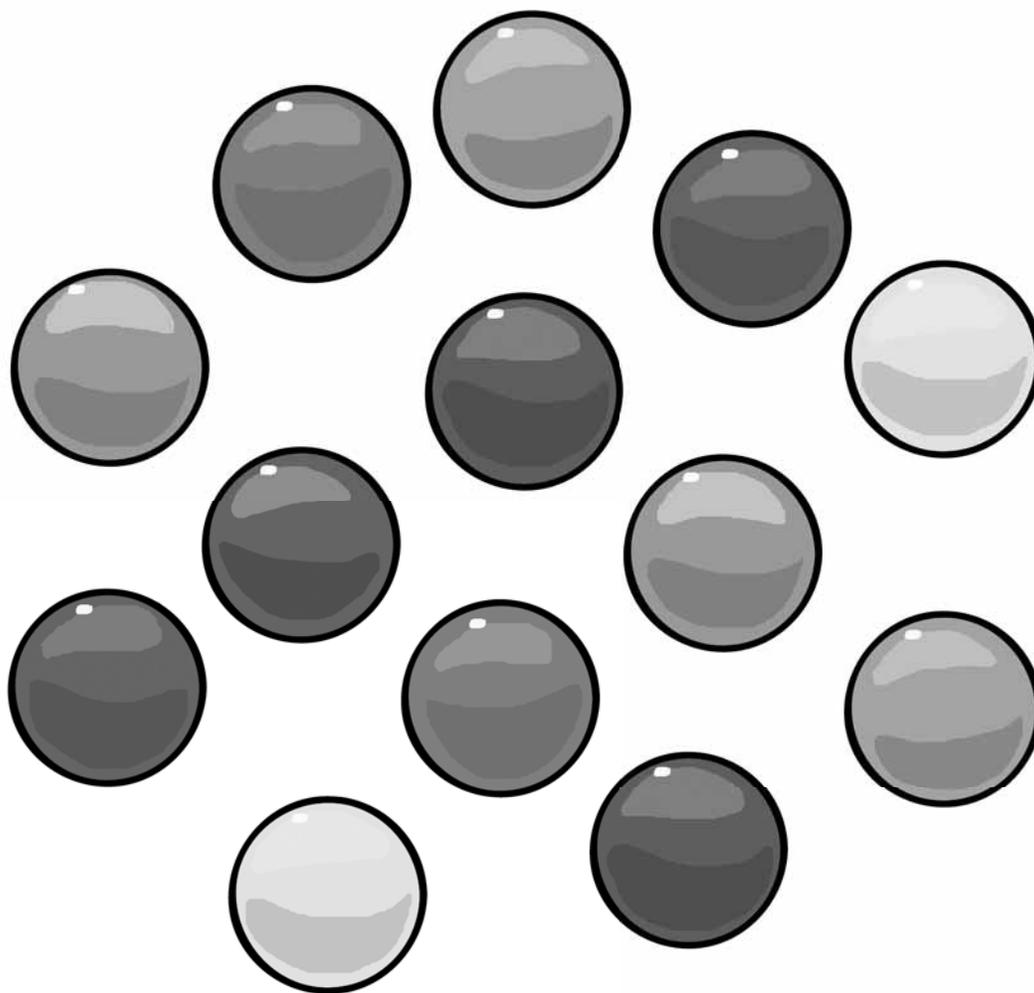
Adaptations

- Use two dice to make this game an addition game. Have the students roll both dice and then add the numbers together. The student may use a gum ball to cover the number that is the sum of the dice.
- Use the “Number Words Cards” (pages 174–176). Have students read the number words and cover the corresponding numbers.
- Have the students draw two number cards and find the difference between the numbers.

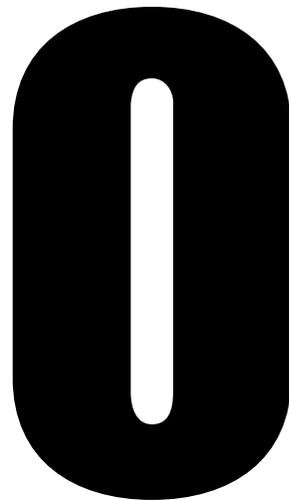
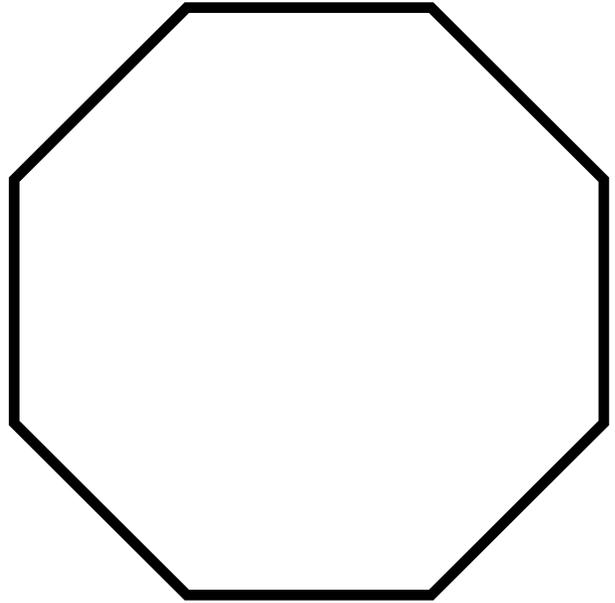
Gum Ball Machine



Gum Ball Patterns



Shape Cards (cont.)/Number Card



Number Cards (cont.)

1

2

3

4

Number Cards (cont.)

5

6

7

8

Number Cards (cont.)

9

10

11

12