**Tens Concentration**

How to play:

* 16 cards are placed in the middle of the table, face down in a 4 x 4 arrangement
* players take turns turning over 2 cards trying to turn over a pair that totals 10
* if a pair can be made, the player keeps those cards and continues to try and turn over another pair
* if the player is not successful, they return the cards they turned over to their original position, face down and they replace any cards that they took to make a pair with new ones from the deck
* the person who collects the greatest number of pairs is the winner

Things I need:

2 – 4 players

a deck of cards with 6 of each number 1 through 9

Things I need:

2 – 4 players

a deck of cards with 6 of each number 1 through 9

How to play:

* 16 cards are placed in the middle of the table, face down in a 4 x 4 arrangement
* players take turns turning over 2 cards trying to turn over a pair that totals 10
* if a pair can be made, the player keeps those cards and continues to try and turn over another pair
* if the player is not successful, they return the cards they turned over to their original position, face down and they replace any cards that they took to make a pair with new ones from the deck
* the person who collects the greatest number of pairs is the winner

**Tens Concentration**

Things I need:

2 – 4 players

a deck of cards 1 -10 (ace is worth 1)

enough counters so that each player has 10

How to play:

* the object of the game is to get as close to a total of 15 as possible without going over
* the dealer deals two cards face down to each player, including his or herself. Each player looks at their cards without showing them to any other player
* the player to the left of the dealer goes first. If their cards add up to less than 15 they can ask the dealer for another card trying to get their cards to total a number as close to 15 as possible without going over
* if the player goes over 15 they are out for that round.
* Each player takes a turn asking for more cards if they want
* After each player has had a turn, everyone turns over their cards and compares totals. The player with the total closest to 15 wins that round and takes a counter from the pile in the center of the table.
* If there is a tie no one gets a counter
* The game ends when one player has collected 10 counters

**Quince**

Things I need:

3 – 4 players

two sets of cards with the numbers 0 to 5 only

How to play:

* deal out 5 cards to each player. The rest of the cards are put in a pile face down in the center
* if a player can make a pair that adds to 5, they place their cards down in front of them face up
* every player should check each other’s pairs
* the dealer then starts by asking any other player for a card that would help them to make a pair that adds to 5
* If they get a card that gives them a pair they put the pair down face up.
* If the other player does not have the card asked for they say “GO FISH” and it is the next player’s turn
* The game ends when someone has no cards left
* The players then count up their pairs and the player with the most pairs wins

**Go Fish 5**

Things I need:

3 – 4 players

two sets of cards with the numbers 0 to 5 only

How to play:

* deal out 5 cards to each player. The rest of the cards are put in a pile face down in the center
* if a player can make a pair that adds to 5, they place their cards down in front of them face up
* every player should check each other’s pairs
* the dealer then starts by asking any other player for a card that would help them to make a pair that adds to 5
* If they get a card that gives them a pair they put the pair down face up.
* If the other player does not have the card asked for they say “GO FISH” and it is the next player’s turn
* The game ends when someone has no cards left
* The players then count up their pairs and the player with the most pairs wins

**Go Fish 5**

Things I need:

2 – 4 players

39 animal cards

How to play:

* each player places 8 cards animal side up in front of them in a row (you cannot look at the numbers on the back of the cards)
* the rest of the cards are placed in a stack animal side up in the center
* the object of the game is to get 8 cards in the correct order (smallest to biggest)
* player 1 draws a card for the pile and trades it for one of their face down cards placing it number side up now (if the number drawn is large you would replace it with a card to the right of your row)
* player one discards their replaced card next to the deck and it is now player two’s turn
* a player loses the game if they draw a card that can’t be put in the row in order (if they had 2,--,6,15,--,--,31,-- and drew an 8, they would lose because there is no space to put the 8 while keeping the cards in the correct order)

**Animal Olympics**

How to play:

* the dealer deals 4 cards to each player and deals 4 cards face up on the table
* the first player tries to make 10 with one of the face up cards and with one of the cards in their hand. If they can make a 10, they put the two cards in a pile in front of them with the card they contributed from their hand face up on top of the pile. This player’s pile or bundle is up for grabs and other players can use that top card to help make 10s
* when a card is taken from the center, the dealer must replace it with a new card
* the next player can make a 10 from the 4 face up cards or by using a player’s card on top of their bundle. If they use a player’s card from the top of a bundle to make 10, that player gets to take the whole bundle and add it to their bundle
* when no player can make a move, all players are dealt 2 – 4 more cards
* the game is over when no player can make a move and there are no cards left to be dealt
* the winner is the player with the most cards in their bundle

Things I need:

4 players (you can play in pairs or individually)

deck of cards 1 to 9 (ace is used as 1)

**Steal the Old Man’s Bundle**

**Double War to 10**

How to play:

* all the cards are dealt so that each player has two stacks placed face down
* without looking, each player turns up the top two cards in their pile
* the player whose total is the highest takes all cards played
* if the sums are equal, players keep their own cards
* all players must agree on the totals before anyone takes the cards for that round
* the player who has the most cards in the end is the winner

Things I need:

a partner

72 cards, eight of each 1 through 9 (ace is worth one)

Things I need:

a partner

72 cards, eight of each 1 through 9 (ace is worth one)

How to play:

* all the cards are dealt so that each player has two stacks placed face down
* without looking, each player turns up the top two cards in their pile
* the player whose total is the highest takes all cards played
* if the sums are equal, players keep their own cards
* all players must agree on the totals before anyone takes the cards for that round
* the player who has the most cards in the end is the winner

**Double War to 10**

Things I need:

A partner

One deck of cards (with or without the face cards)

How to play:

* all cards are dealt evenly between the players
* each player puts their cards face down in front of them
* at the same time, both players turn up their top card and the player with the larger card takes both cards
* if there is a tie, there is a war! Each player places one card face down on top of the tied cards then turns over another card. The bigger card takes both piles
* once all cards have been turned over, the game is over. The player with the most cards wins

**War**

Things I need:

A partner

One deck of cards (with or without the face cards)

How to play:

* all cards are dealt evenly between the players
* each player puts their cards face down in front of them
* at the same time, both players turn up their top card and the player with the larger card takes both cards
* if there is a tie, there is a war! Each player places one card face down on top of the tied cards then turns over another card. The bigger card takes both piles
* once all cards have been turned over, the game is over. The player with the most cards wins

**War**

**Take Ten**

How to play:

* the object of the game is to make 10 using 4 cards in a row in any direction
* all cards are placed face down in a pile and the game board is placed between the players
* each player draws 3 cards and taking turns one at a time they place their cards on circles on the game board
* when a player puts down a number that make a row that equals 10, they take all of those cards and keep them in their pile
* the joker is wild and can be used for any number
* the player with the most cards after all have been used is the winner

Things I need:

A partner

A game board with 4 rows of 4 circles

66 round cards with the numbers 1 – 7 (1 = 22 cards, 2 = 16 cards, 3 = 12 cards, 4 = 7 cards, 5 = 4 cards, 6 = 2 cards, 7 = 2 cards and one joker card)

Things I need:

A partner

A game board with 4 rows of 4 circles

66 round cards with the numbers 1 – 7 (1 = 22 cards, 2 = 16 cards, 3 = 12 cards, 4 = 7 cards, 5 = 4 cards, 6 = 2 cards, 7 = 2 cards and one joker card)

How to play:

* the object of the game is to make 10 using 4 cards in a row in any direction
* all cards are placed face down in a pile and the game board is placed between the players
* each player draws 3 cards and taking turns one at a time they place their cards on circles on the game board
* when a player puts down a number that make a row that equals 10, they take all of those cards and keep them in their pile
* the joker is wild and can be used for any number
* the player with the most cards after all have been used is the winner

**Take Ten**

Things I need:

2 – 4 players

30 money cards (cards with different amounts of pennies on them, 1 to 4 pennies on the cards)

How to play:

* all cards are dealt face down
* the object of the game is to put all the money in the bank (pile in the center of the table for the bank and one pile for discarding) by using pairs of cards that show 5 cents
* player one turns over their top card and places it in the middle. Player two tries to use that card and their top card to make 5 cents. If their top card cannot make 5 cents it is put in the discard pile and player two keeps turning over cards until they can make 5 cents and put those two cards in the bank pile
* when all the cards are used up, the players count the money in the bank

**Piggy Bank**

Things I need:

2 – 4 players

30 money cards (cards with different amounts of pennies on them, 1 to 4 pennies on the cards)

How to play:

* all cards are dealt face down
* the object of the game is to put all the money in the bank (pile in the center of the table for the bank and one pile for discarding) by using pairs of cards that show 5 cents
* player one turns over their top card and places it in the middle. Player two tries to use that card and their top card to make 5 cents. If their top card cannot make 5 cents it is put in the discard pile and player two keeps turning over cards until they can make 5 cents and put those two cards in the bank pile
* when all the cards are used up, the players count the money in the bank

**Piggy Bank**

Things I need:

Three players

A deck of cards 1 – 10 (ace is worth 1)

How to play:

* the cards are dealt to two of the three players
* the two players dealt cards sit facing each other and place their stack of cards face down in front of them
* at the same time, these two players take their top card and say “Salute!” as they hold the card on their forehead (you are not allowed to look at your own card, only the other player’s card)
* the third player (with no cards) announces the total of the two cards showing
* each of the players guess the number on their card by subtracting the other player’s card from the total that was announced
* the third player is the referee and decides which player announced their card’s value first. That player takes both cards
* the player with the most cards wins

**Salute!**

Things I need:

Three players

A deck of cards 1 – 10 (ace is worth 1)

How to play:

* the cards are dealt to two of the three players
* the two players dealt cards sit facing each other and place their stack of cards face down in front of them
* at the same time, these two players take their top card and say “Salute!” as they hold the card on their forehead (you are not allowed to look at your own card, only the other player’s card)
* the third player (with no cards) announces the total of the two cards showing
* each of the players guess the number on their card by subtracting the other player’s card from the total that was announced
* the third player is the referee and decides which player announced their card’s value first. That player takes both cards
* the player with the most cards wins

**Salute!**

**Part-Whole Bingo**

How to play:

* With a partner take turns rolling two dice
* The total number you get from the two dice is the amount of cubes you take
* The player then decides where to put their cubes on the game board – you can divide up your cubes however you want.
* You cannot fill up only part of a track on the board
* Record each move on the recording sheet

An example… If a player rolls a 5 and a 2, they would take 7 cubes. They could place all 7 cubes on the track with 7 spaces or they could split them up to cover the 6 and 1 tracks, or the 4, 2 and 1 tracks.

Things I need:

a partner

one game board that you use together

one recording sheet

2 dice

about 50 pop cubes or markers

For teachers to think about:

* students are exploring equivalence and the decomposition of numbers
* students need to justify that when a the cubes are split up, equality is preserved between the original number of cubes and any different combination that is covered on the game board. For example, if a student rolled a 4 and a 3, they need to justify that covering 7 is the same as covering a 6 and a 1, or a 2 and a 5, or a 4 and a 3.

What teachers should be looking for:

* is the student counting the dots on the dice?
* can the students subitize the numbers on the dice? (do they know how many without counting the dots)
* when finding the total, do they count the dots on each dice individually then count a third time to get the total or do they count on? If they count on, do they start at the larger number?
* when splitting the cubes, do they count the new groups to ensure it is equal to the original amount or do they know that counting is unnecessary?
* is their strategy random or do they think ahead about equivalent expression that will work for the spaces they have left on their board?
* do they easily decompose numbers to fill as many empty tracks as possible?

How to play:

* player one rolls two dice
* the number on each die tells you how many teddy bears to put on player one and player two’s bunk beds for roll one (if you roll a 5 and a 2, player one and player two put 5 bears on the top bunk and 2 bears on the bottom bunk)
* player one writes the addition sentence on the line below their bunk bed
* player two then pulls a ladder card and moves the teddy bears on their bunk bed based on what the card says
* player two writes the new addition sentence and puts and equal sign between their number sentence and the number sentence that player one wrote if they are equal

For teachers to think about:

* students are experimenting with moving quantities between the addends while conserving the total
* students are working on the big idea of compensation – equivalence is maintained when what is lost from one addend is equal to what is gained by an other addend in the same number sentence
* students are working on hierarchical inclusion – numbers nest inside each other and that they increase by one as they rise in value (19 is inside of 20, and 20 is one bigger than 19, or 20 is the same as 19 + 1)

What teachers should be looking for:

* do students need to count the bears again after moving them up or down the ladder to ensure the two number sentences are equal?
* do they count each dot on the dice or can they subitize?
* when moving bears up or down the ladder do they count the new result 3 times or do they know the result without counting?
* are students talking about one less, or one more? Are they developing compensation – do they know that if they lose one on the top bunk bed, they need to gain one on the bottom bunk bed to maintain equivalence?

Things I need:

a partner

12 teddy bears or counters

bunk bed cards

bunk beds recording sheet

2 dice

**Bunk Beds**

How to play:

* with a partner, place the number cards face down
* each player turns over a card
* the player with the smaller number says “Me”
* together figure out what you would need to add to the smaller number to make it equal to the other player’s bigger number and write that number on a sticky note
* place the sticky note on the smaller number card and then clip the two card together because they are equal
* place the cards in a pocket with an expression that is equivalent to your cards’ value (if both cards equal 8, you could place them in the 5 + 3 pocket)

For teachers to think about:

* students are exploring part-whole relations and equivalence
* students are required to identify equivalent number expressions
* the teacher could also modify the game to include subtraction expressions using 5 (instead of a < 5 pocket, pockets such as 5 – 1, 5 – 2, 5 – 3, etc. could be added)

What teachers should be looking for:

* as student are finding the missing part to make the numbers equivalent are they forming the whole and then separate it into parts? Or are they using the part they know (smaller card) and counting on to reach the whole (larger number)?
* how do they keep track of the size of the missing part?
* do they use facts they know and compensation to help them find the missing part?

Things I need:

a partner

deck of number cards

sticky notes

pencil

paper clips

capture five game board

**Capture Five!**

For teachers to think about:

* students are working on making equivalent equations
* students working on developing a making-ten strategy
* students need to understand the big idea of compensation (equivalence is maintained when what is lost from one addend is equal to what is gained by the other addend) before they will be able to develop the strategy of making-tens.
* students may understand compensation but not know how to use it to their advantage when working with unfriendly numbers. This game helps to show students that they can use compensation to alter expressions so that they use friendly numbers.
* using the rekenrek may be helpful for some students

Teachers should be looking for:

* does the student use compensation with ease?
* is the student counting by ones to find equivalent expressions?
* does the student know the combinations to make ten?

Things I need:

a partner

deck of number cards

paper clips

capture ten game board

How to play:

* with a partner, place the number cards face down
* each player turns over a number card, together determine the sum of the two cards
* attach the two cards with a paper clip
* place the cards in a pocket with an expression that has an equal sum
* if the sum of the two cards is less than 10, place them back in the deck and reshuffle

**Capture Ten!**

For teachers to think about:

* students are building number relationships and exploring patterns with even and odd numbers
* students are developing fluency with their double facts
* the rekenrek can be used to help support the use of the five structure
* the game can be adapted to work on doubles plus or minus one – after a player pulls a card they can cover the double, cover the double plus one, or cover the double minus one.

Teachers should be looking for:

* how does the student double the amounts on the cards? Do they visualize the double, use the five structure, use a rekenrek, or count a concrete object?
* do students wonder about why only certain numbers are being covered?
* in the original version of the game only even numbers will be covered, do the students wonder about why they can’t cover any of the odd numbers?
* ask students: which numbers were left uncovered at the end of the game? Why do you think that happened?

Things I need:

a partner

deck of number cards

finding doubles game board (one for each partner)

about 60 counters

How to play:

* with a partner, stack the number cards face down
* fist, player one will pull a card from the top of the deck and double the number on the card
* player one, covers that double with a counter on their game board
* now it is player two’s turn and they pull a card, double it and use a counter to mark it on their game board

**Finding Doubles**

For teachers to think about:

* one of the main purposes of this game is to support the use of the rekenrek (play shortly after introducing the rekenrek or have students who are struggling to use the rekenrek play this game)
* students are working on the different combinations that form equivalent numbers
* students are exploring how some groupings are easier to work with than others even though they represent equivalent numbers (in some situations it might be easier to see 8 as 5 +3 rather than 7 +1)

Teachers should be looking for:

* how do the students know how many there are?
* are the students using the fives or do they count each bead individually?
* do they use compensation easily (4 on top and 3 on bottom is the same as 5 on top and 2 on the bottom)?
* do they use the commutative property when looking for pairs (2 + 3 = 3 +2)?

Things I need:

a partner

a rekenrek if you think it will help you

set of cards

How to play:

* place all of the cards face up in equal rows
* player one looks over the cards and finds two images that show the same number. They have to describe to their partner how they know the images show the same number. Then turn the matches face down
* player two then has a turn
* alternate until all cards are gone

**Passenger Pairs**

For teachers to think about:

* students are exploring the part-whole relationship
* they are working with additions and subtraction up to 10 or 20, depending on how many counters you want them to use
* the teachers could ask students to always start with 10 counters as the whole so that they are working with the ten structure and combinations to make 10

Teachers should be looking for:

* do the students know the combinations to make 10?
* does the student count on (count the number left and count on to get to the original number) or do they start with the original number and take away the number of beans left?
* does the student work flexibly with the two parts to make the whole?
* do they mainly use addition or subtraction strategies?

Things I need:

a partner

10 to 20 counters

How to play:

* player one chooses a number of counters to place on the table. These counters represent the whole and both players count them together
* player two covers their eyes and player one covers some of the counters with their hand
* when player one is ready they tell player two to look
* player two then has to figure out how many beans are under player one’s hand
* switch roles and keep playing!

**Underhand**

For teachers to think about:

* students are working with the combinations to 10 if all 10 counters are used
* they are also working with the combinations to various other numbers under 10
* students are exploring part-whole relationships using numbers 1 to 10
* students are working on counting and subitizing numbers

Teachers should be looking for:

* do the students recognize patterns (2 yellow and 3 red is related to 3 yellow and 2 red)?
* do the students count each colour every time?
* does the student count one colour and determine the other part without counting?
* does the student determine all the possible combinations before moving on to a new number of counters?

Things I need:

a partner

10 double sided counters

a container

a rolling colours recording sheet

How to play:

* with your partner, select a number of double sided counters for the first round
* place those counters in a container and shake them
* roll the counters out onto the table
* together, sort the counters by colour and determine how many counters there are of each colour
* roll the counters many times and record all the different combinations of colours you got

**Rolling Colours**

How to play:

* with your partner, place all the cards face down
* player one picks a card looks to the number on the bus and says “there are \_\_\_\_\_ people on the bus”
* both players show the number of people on the bus using their rekenreks
* player on then looks at their card again and reads the number on the round sign. They say “at the bus stop, \_\_\_\_\_\_ people got on/off the bus”
* Both players show the people getting on or off the bus and then determine how many people are on the bus at the end
* then player two picks a card and repeats the steps

For teachers to think about:

* students are exploring a variety of ways that a number can be divided into groups
* students are exploring different ways to represent the same number on the rekenrek
* this game should help students realize the benefits of working with the five and ten structure when adding or subtracting
* this game should be played after students are somewhat comfortable using the rekenrek

Teachers should be looking for:

* are students discussing addition and subtraction strategies with their partner?
* are students using the rekenrek to model their thinking? Is this tool improving their efficiency?
* as the student arranges beads on the rekenrak, are they making tens, using compensation, using doubles, using doubles plus or minus one, using the five structure or using the ten structure?

Things I need:

a partner

a rekenrek for each student

a set of bus stop cards

**Bus Stops**

Things I need:

How to play:

**Title**