

Turtle Number Walk

K.CC.1

Building Fluency: counting to 20

Materials: gameboard, die, markers

Number of Players: 2

Directions:

1. Players take turns rolling the die and covering the corresponding amount of squares on their path.
2. At the end of each turn, each player should count aloud the covered squares on their path.
3. The player that reaches the water first is the winner.

Variation/Extension: Students can move a game marker up the board instead of covering. Students can write the numerals in the squares instead of covering the squares.

Going Buttons

K.CC.1, K.CC.6

Building Fluency: counting and comparing numbers to 10

Materials: set of button cards for each player

Number of Players: 2

Directions:

1. Each player shuffles their cards.
2. Each player turns over the top card from their deck.
3. The player with the button card that has the most dots on it wins the round and gets the cards. If there is a tie, players keep their own cards.
4. Play continues until there are no remaining cards in the stack.
5. Players count the total number of dots on the button cards they have at the end of the game, and the player with the largest number wins.

Variation/Extension: Players could compare and the player with the least amount of buttons wins the round. Players could use alternate types of cards: 10 frames (without number), 10 frames (with numbers), Deck of cards (face cards removed), Digit Cards

Domino Dots

K.CC.5

Building Fluency: Count to answer "how many?"

Materials: gameboard, dominoes

Number of Players: 2

Directions:

1. Choose a target number between 12 and 20. Record the target number in the blank in the top right corner of the gameboard.
2. Students should work together to choose dominoes that equal the target number and place them on the game board so that each row has the target number of dots.

Variation/Extension: At the beginning of the year, the target number could be between 12 and 20, and could target bigger numbers toward the end of the year. Students could write numerals to represent the combinations to make the target number.

Buzzing Numbers

K.CC.7

Building Fluency: comparing numbers

Materials: gameboard, 2 sets of buzzing number cards 0-10, 25 counters

Number of Players: 2

Directions:

1. Shuffle the two sets of cards together.
2. Place the digit cards in a pile face down.
3. Player 1 draws a card and puts that card in the “Target Number” bee.
4. Player 2 draws a card, compares it to the target number and places it in the correct column.
5. If the number on the card is less than the target number, Player 1 gets a counter.
6. If the number is greater than the target number, Player 2 gets a counter.
7. If the number is equal to the target number, both players get a counter.
8. Play continues until all of the digit cards have been drawn.
9. The winner is the player with the most counters.

Variation/Extension: Students can use larger numbers.

Three in a Row

K.OA.1, K.OA.5

Building Fluency: adding and subtracting using objects or drawings

Materials: gameboards, counters, problems

Number of Players: small groups up to 5

Directions:

1. The teacher reads a story problem to the group.
2. Students use counters or drawings and the workspace to represent the problem.
3. Students use a counter to cover up the answer for each problem on their gameboard.
4. When a student has three in a row (horizontally, vertically, or diagonally) the teacher verifies that the correct numbers are covered.
5. The winner is the player that gets three in a row first.

Variation/Extension: Cards can be separated into addition problems and subtraction problems and could be used separately. More word problems can be created to use.

Drop and Add

K.OA.1, K.OA.2

Building Fluency: adding using objects to represent the problem

Materials: gameboard, two pom poms or other manipulative, 10 counters for each student, 5 cubes

Number of Players: 2

Directions:

1. Player 1 drops two pom poms on the gameboard and uses counters to add the numbers together.
2. Once Player 1 has completed their representation with counters, Player 2 drops two pom poms on the gameboard and uses counters to add the numbers together.
3. The player with the largest sum receives a cube.
4. At the end of 5 rounds, the winner is the player with the most cubes.

Variation/Extension: Players could subtract the numbers and represent the problem, with the additional gameboard.

On and Off

K.OA.3

Building Fluency: decomposing numbers less than 10 into pairs

Materials: 10 counters or other manipulative, piece of paper, recording sheet, cubes

Number of Players: 2

Directions:

1. Players determine which player is “on” and which player is “off”.
2. Player 1 takes 10 counters, drops them over a piece of paper, and records how many counters land on the paper and how many land off of the paper.
3. If more counters land on the paper, Player 1 gets a cube. If more counters land off the paper, Player 2 gets a cube.
4. Player 2 takes 10 counters, drops them over a piece of paper, and records how many counters land on the paper and how many counters land off the paper.
5. Play continues for 10 rounds. The winner is the player with the most cubes at the end of the rounds.

Variation/Extension: If using two color counters, players could count how many red, how many yellow. Students could use sentence frames if they find the recording sheet confusing: There are ____ counters on the paper. There are ____ counters off the paper. Students could also use different sizes of paper.

Jumping Frogs

K.CC.1

Building Fluency: counting by ones

Materials: gameboard, die labeled 1,1,2,2,3,3, four frog manipulatives (cubes), 10 counters

Number of Players: 2

Directions:

1. Players place a frog (cube) at the beginning of each of the four tracks and place a counter on the smiley face at the end of each track.
2. Player 1 rolls the die and moves any frog that many spaces.
3. Player 2 rolls the die and moves any frog that many spaces.
4. The goal is to land on a counter so that it can be collected. If a player rolls and lands on the counter, they should collect the counter. A new counter is put on the smiley face and the frog returns to the beginning of the track.
5. The game is over when the players have collected all 10 counters, and the winner is the player with the most counters.

Variation/Extension: Players can decompose a roll and move more than one frog in a turn. For example: if a player rolls a 3, one frog could be moved 2 spaces and another frog moved 1 space

Let's Make Ten!

K.OA.4

Building Fluency: decomposing numbers to 10

Materials: number cards 0-10, color tiles, tens frame

Number of Players: 2

Directions:

1. Player 1 draws a number card and places that number of the same colored counters on the ten frame.
2. Player 2 tells how many more counters are needed to make ten and fills the ten frame with another color to check his answer.
3. Clear the frame.
4. Player 2 draws a number card and places that number of the same colored counters on the ten frame.
5. Player 1 tells how many more counters are needed to make ten and fills the ten frame with another color to check his answer.
6. Play continues until all of the number cards are used.

Variation/Extension: Students can draw pictures in their math notebooks.

How Many More Buttons?

K.OA.5

Building Fluency: add and subtract within 5

Materials: gameboard, 5 buttons or other manipulative

Number of Players: 2

Directions:

1. Place 5 buttons on the shirt.
2. Player 1 closes their eyes and Player 2 takes some of the buttons off the shirt.
3. Player 1 looks at the shirt and determines how many buttons Player 2 took off.
4. To check, players count the buttons removed together.
5. Players take turns removing buttons and determining how many were removed.

Variation/Extension: Player 1 places counters on the shirt. Player 2 determines how many need to be added to the shirt to make five (says “add ____”), and places that number of buttons on the shirt.

Lady Bug Spots

K.OA.5

Building Fluency: add and subtract within 5

Materials: gameboard, 5 counters or other manipulative

Number of Players: 2

Directions:

1. Place 5 counters on the ladybug.
2. Player 1 closes their eyes and Player 2 takes some of the counters off the ladybug.
3. Player 1 looks at the ladybug and determines how many counters Player 2 took off.
4. To check, players count the counters removed together.
5. Players take turns removing counters and determining how many were removed.

Variation/Extension: Player 1 places counters on the ladybug. Player 2 determines how many need to be added to the ladybug to make five (says “add ____”), and places that number of buttons on the ladybug.

Building Towers

K.MD.2, K.CC.6, K.CC.7

Building Fluency: comparing heights/comparing numbers

Materials: spinner numbered 1-10, cubes, 10 counters

Number of Players: 2

Directions:

1. Player 1 spins the spinner to determine how many cubes are in their tower and builds the tower with cubes.
2. Player 2 spins the spinner to determine how many cubes are in their tower and builds the tower with cubes.
3. Players compare the height of their tower and determines which tower is taller. The player with the tallest tower gets a counter.
4. Play continues until all of the counters are used. The winner is the player with the most counters.

Variation/Extension: Students can record the numeral that represents their tower and compare numerals.

Wormy Measurement

K.MD.2

Building Fluency: comparing length

Materials: worm cards

Number of Players: 2

Directions:

1. Place the worm cards face down.
2. Each player draws a card.
3. Players compare the cards and determine which card has the longest worm. The player with the longest worm takes both cards.
4. Play continues until all of the cards are used.
5. The winner is the player with the most cards.

Variation/Extension: The player with the shortest worm takes both cards. Students could write/discuss other attributes, they could measure worm weight, length, and/or width. Students could put worms in order of shortest to longest. Students could find something in the room the same length as a worm.

Shape Land

K.G.1

Building Fluency: describe objects in the environment using names of shapes

Materials: gameboard, game cards, game markers

Number of Players: 2-3

Directions:

1. Place the cards face down on the table.
2. Player 1 chooses a card from the deck, says the name of the shape of the object, and puts his/her marker on the first corresponding shape on the gameboard.
3. Players take turns.
4. If a player draws a card and there is not a corresponding shape ahead on the board, they lose a turn.
5. The winner is the first person to reach the finish line.

The Shape Path

K.G.2

Building Fluency: correctly name shapes

Materials: gameboard, spinner, game markers

Number of Players: 2-3

Directions:

1. Player 1 spins the spinner, names the shape, and puts their marker on the first corresponding shape on the gameboard.
2. Players take turns.
3. If a player spins and there is not a corresponding shape on the board, their loses a turn.
4. The winner is the first person to reach the finish line.

Variation/Extension: Students can describe the relative position of the shape using terms such as above, below, beside, next to, etc.