

Turtle Number Walk

K.CC.1

Building Fluency: counting to 20

Materials: gameboard, die, markers

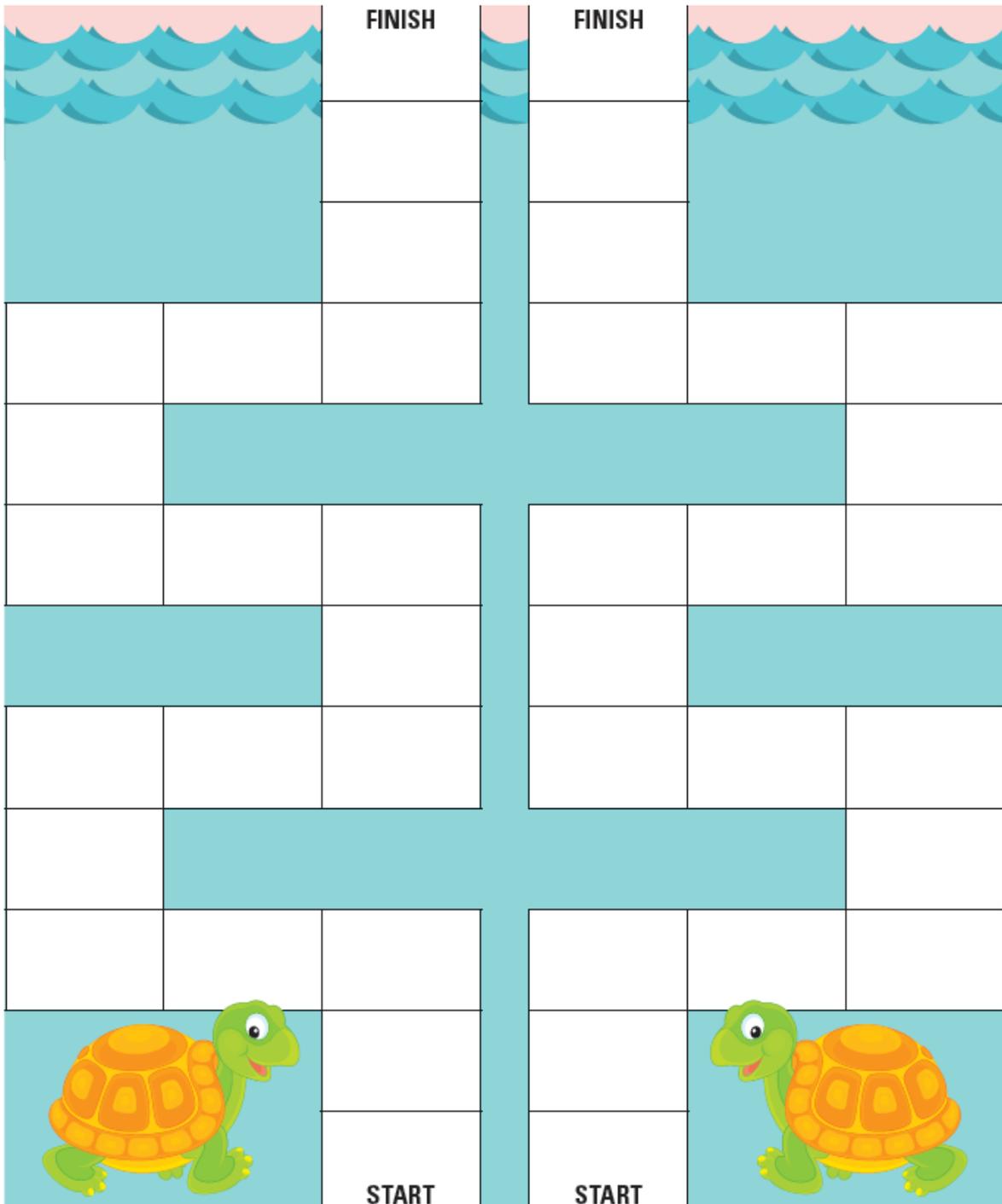
Number of Players: 2

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.

Turtle Number Walk



Going Buttons

K.CC.1, K.CC.6

Building Fluency: counting and comparing numbers to 10

Materials: set of button cards for each player

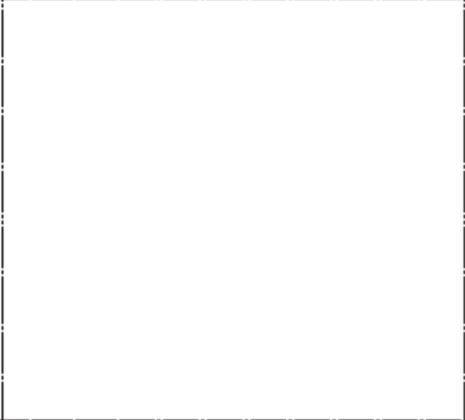
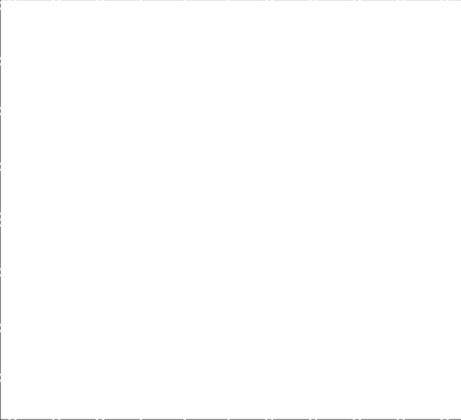
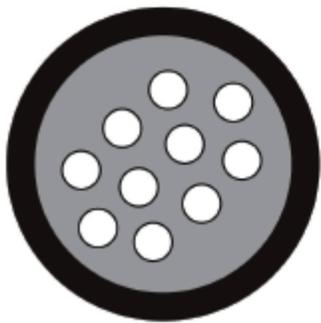
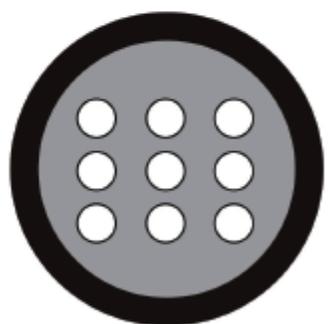
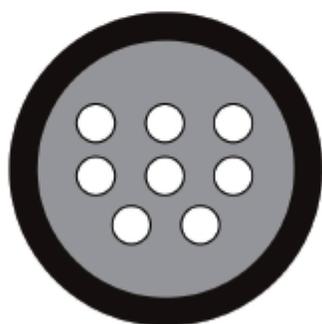
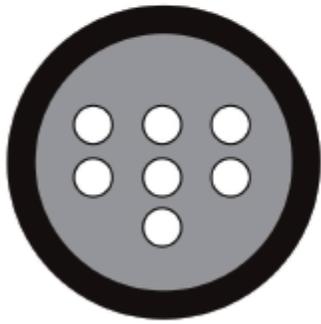
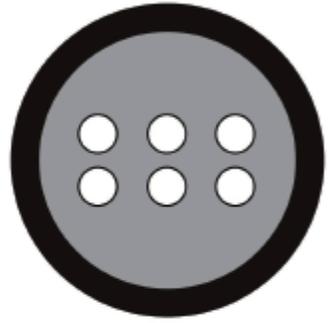
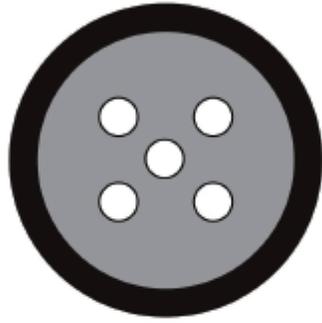
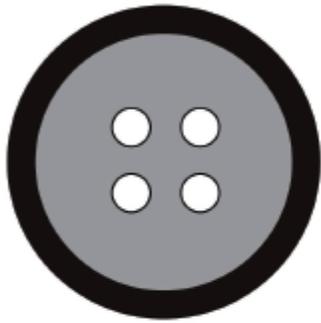
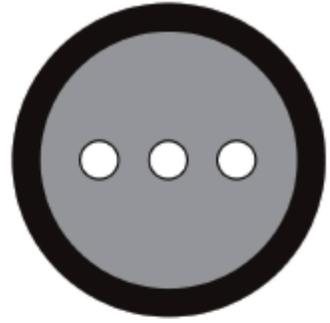
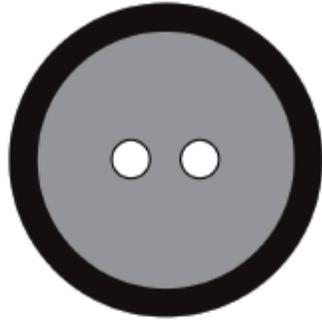
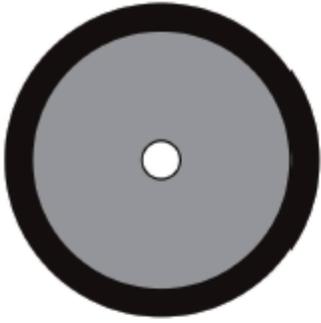
Number of Players: 2

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

Going Buttons



Going Buttons (Variation)

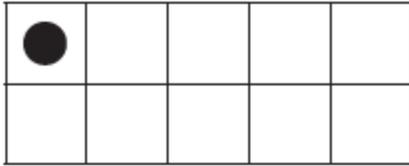
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Going Buttons (Variation)

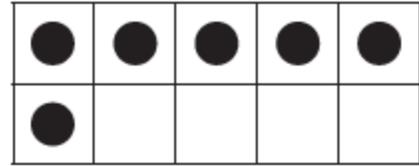
1	2	3	4
5	6	7	8
9	10	1	2
3	4	5	6
7	8	9	10

Going Buttons (Variation)

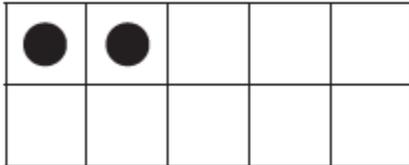
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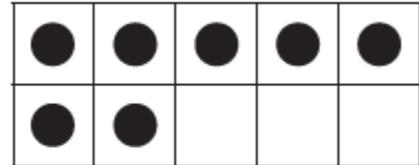
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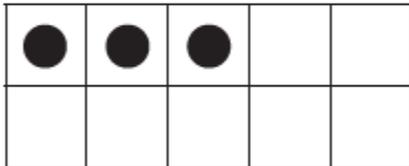
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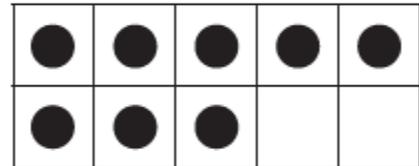
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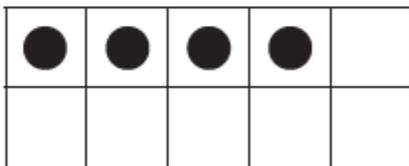
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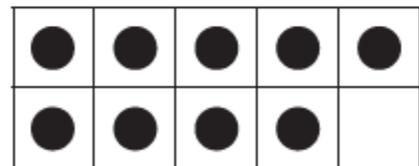
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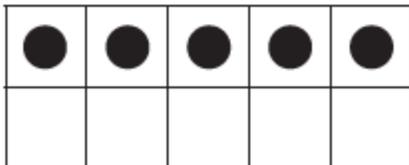
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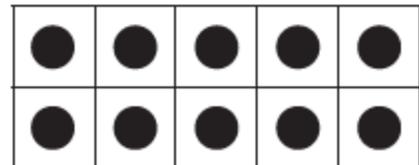
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5



10



Buzzing Numbers

K.CC.7

Building Fluency: comparing numbers

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

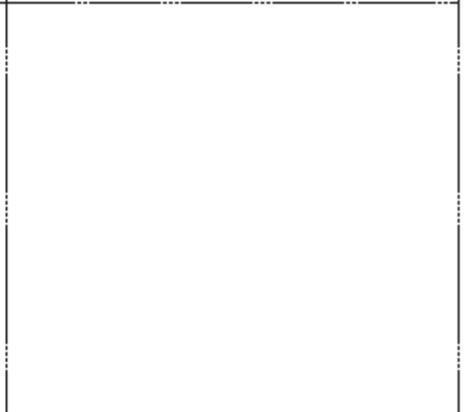
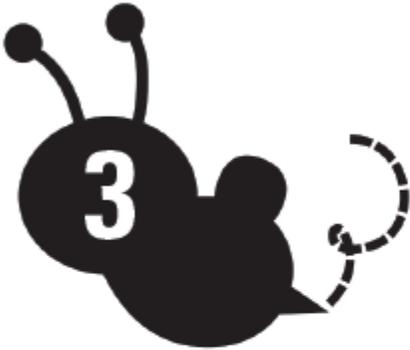
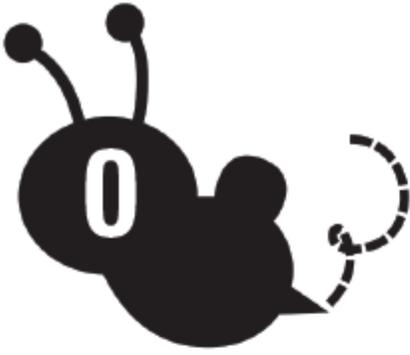
Number of Players: 2

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.

Buzzing Numbers



Buzzing Numbers

TARGET # _____



LESS THAN



EQUAL TO



GREATER THAN



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.

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

Jumping Frogs

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
				

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.

Let's Make Ten!

0

1

2

3

4

5

6

7

8

9

10

0

1

2

3

4

5

6

7

8

9

10

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.

Building Towers

