## Plus "1"

Using Strategies to Build: relate counting to addition and subtraction
Materials: gameboard, die, 12 markers for each player

## Number of Players: 2

## Directions:

1. Players take turns.
2. Each turn, a player rolls the die and adds 1 to the number of dots.
3. The player covers the sum on his gameboard.
4. Only one number may be covered at a turn.
5. If the sum is already covered, the player loses a turn.

6 . The first player to cover all sums is the winner.


Variation/Extension: Use a blank gameboard to create a different game. Students can add a different number, use a different die (1-9) or digit cards.


PLAYER 1


PLAYER 2

## King Seven

Building Fluency: adding within 20
Materials: gameboard, pair of dice, game marker for each player
Number of Players: 2

## Directions:

1. Players take turns rolling the dice and adding.
2. If the sum is larger than seven, player 1 moves one space.
3. If the sum is smaller than seven, player 2 moves one space.
4. If the sum is seven exactly, no one moves.
5. The first person to reach the crown is the winner.

Variation/Extension: Players could roll 3 die. If the sum is greater than 10, Player 1 moves.
 If the sum is smaller than 10, Player 2 moves. If the sum is exactly 10 , no one moves.


## Bear Races

Building Fluency: subtracting within 10
Materials: gameboard, one die, one marker per player
Number of Players: 2-3

## Directions:

1. Players take turns.
2. Roll the die.
3. Subtract that number from 10.
4. Move the marker than many spaces.
5. The player that reaches the finish first is the winner.

Variation/Extension: Players can roll two dice, add them together, and move that many spaces. Players can roll two die, subtract that number from 20, and move that many spaces.


## True or False?

Building Fluency: understand the meaning of the equal sign
Materials: gameboard, game cards, marker for each player
Number of Players: 2-4

## Directions:

1. Players take turns.
2. Draw a card and determine if the equation is true or false.
3. If the equation is true, the player moves forward 2 spaces.
4. If the equation is false, the player moves forward 1 space.
5. The winner is the player that reaches the finish line first.

Variation/Extension: Students can rewrite false equations to make them true or create their own cards.

START


Skip a space!

|  |
| :--- |
|  |
|  |
| Skip a |
| space! |
|  |



FINISH


Skip a space!





## Balance Your Partner

Building Fluency: understand meaning of the equal sign
Materials: gameboard, pair of dice, pencil or marker

## Number of Players: 2

## Directions:

1. Player 1 rolls the dice.
2. Player 1 writes the two numbers rolled in the first two spaces on the gameboard.
3. Player 2 "balances" the equation by writing two numbers that will have the same sum as the first side.
4. Player 1 checks to be sure the equation is balanced.
5. Players take turns rolling the dice and balancing equations.

Variation/Extension: Write equations in math notebooks


## Skidoo

Building Fluency: Counting to 150
Materials: gameboard, game markers for each player
Number of Players: 2-3

## Directions:

1. Players take turns placing up to 5 markers on consecutive spaces on the gameboard.
2. As a player places markers on the board, he must say the counting numbers in sequence beginning where the last player left off.
3. Players may not skip numbers or spaces.
4. The player who places a marker on 120 is the winner.

Variation/Extension: Students can change the number of markers.


## Big Cheese

Building Fluency: comparing two digit numbers
Materials: 2 sets of numbers cards 11-99

## Number of Players: 2-4

## Directions:

1. Shuffle and stack cards face down on the gameboard.
2. Each player draws one card from the stack and places it face up.
3. The player with the number that is largest takes the cards.

4. If there is a tie, those players turn over another card and the player with the highest number takes the cards.
5. The game ends when all the cards are drawn.

6 . The winner is the player with the most cards.
Variation/Extension: The player with the number that is smaller takes both cards. Limit the series of cards to numbers that are appropriate for the level of the students.

## PLAYER 1



PLAYER 2


PLAYER 4


| 11 | 12 | 13 | 14 |
| :---: | :---: | :---: | :---: |
| 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 |



| 59 | 60 | 61 | 62 |
| :--- | :--- | :--- | :--- |
| 63 | 64 | 65 | 66 |
| 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 |
| 75 | 76 | 77 | 78 |
| 79 | 80 | 81 | 82 |



