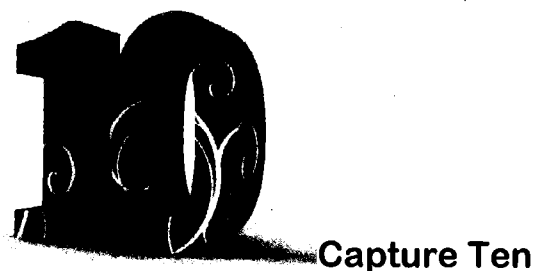


*Capture Ten provides opportunities to make equations. It also supports the making-ten strategy.*

#### Play in Pairs

1. Stack the cards, face down, between the players.
2. Each player turns over a number card.
3. Together players find the sum of the 2 cards. Decide which '10+' space it matches on the game board. Paperclip, then put both cards there.  
(ex:  $4 + 9 = 10 + 3$ , so the '4' and the '9' cards go together on the '10 + 3' space.)
4. If the sum is **less than 10**, put cards back in the deck and shuffle.



*Capture Ten provides opportunities to make equations. It also supports the making-ten strategy.*

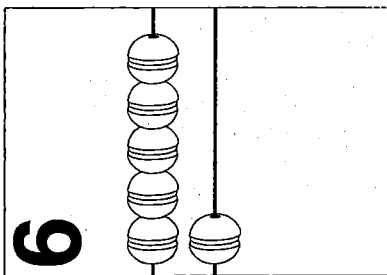
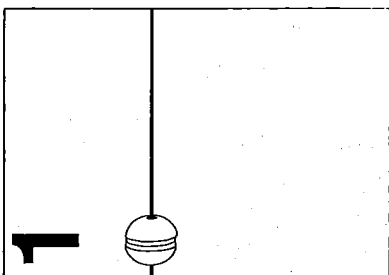
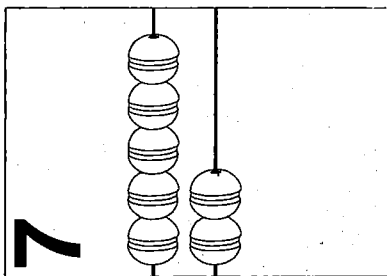
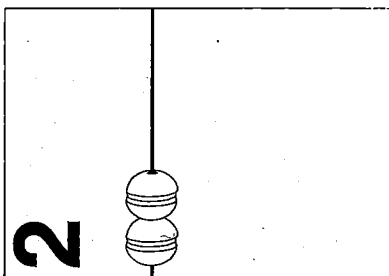
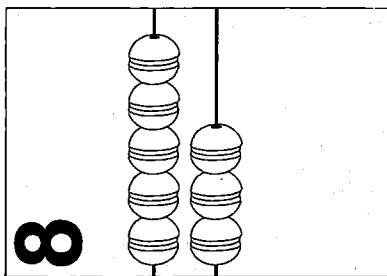
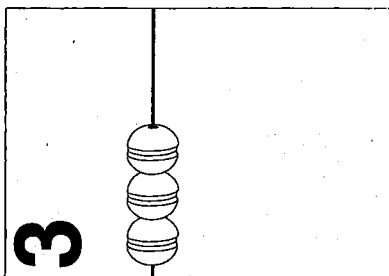
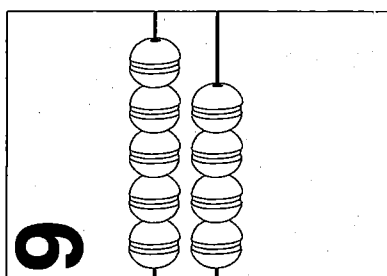
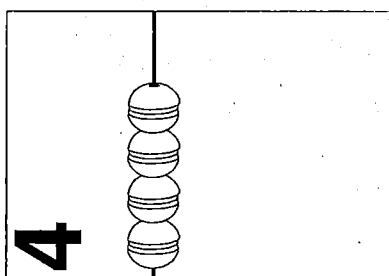
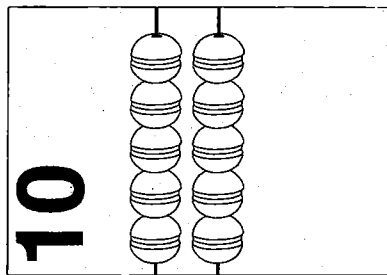
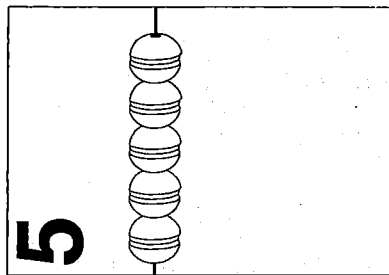
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(ex:  $4 + 9 = 10 + 3$ , so the '4' and the '9' cards go together on the '10 + 3' space.)
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## Capture Ten

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

Make four copies. Cut out each card to make a set of 40 cards.



## Count 20 Directions

### Materials Needed

- › 20 small counters, 10 in each of 2 colors, per group
- › 1 die per group
- › 1 cup per team
- › 1 *Count 20* Game Board per group (page A-4)
- › Optional: 1 *Count 20* Directions per group

### Directions

Goal: Have the most counters in your cup at the end of the game.

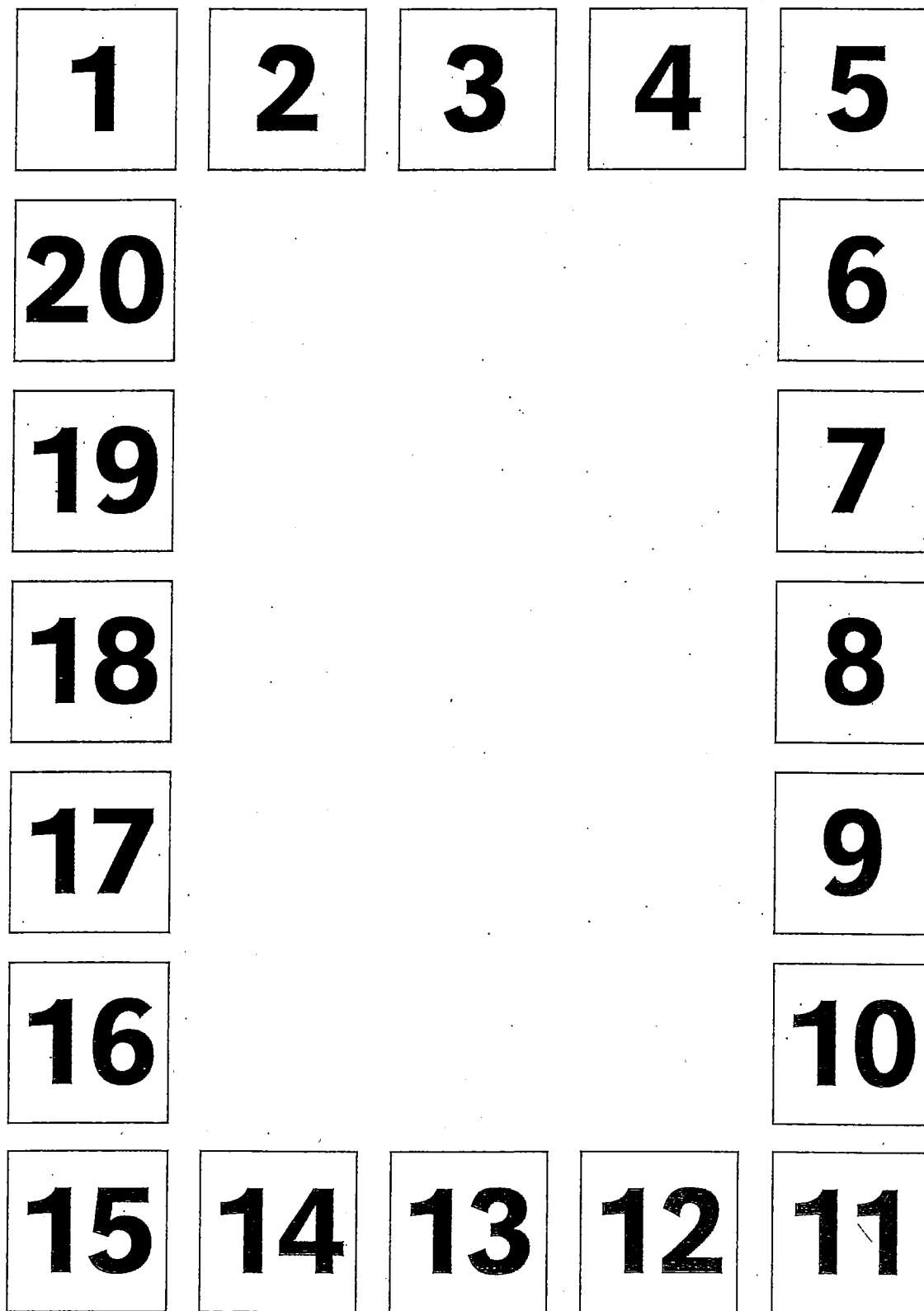
- › Decide which team goes first. The other team chooses the color of counters for each team.
- › Each team begins with ten counters of the same color.
- › On each turn:
  - › Roll the die and choose a counter to move.
  - › Count forward the number of spaces shown on the die. As one team member moves the counter, the other says the numbers on the spaces aloud. If there is another counter of either color on the number at which you finish, put that counter into your cup and leave your counter in that space.
  - › If your move ends on 10, put your counter into your cup.
  - › If your counter gets to 20, put it into your cup.
- › The game ends when one of the teams does not have any counters to move.
- › The team with the most counters in its cup wins.

-from:

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*Well Played: Building Mathematical Thinking Through Number Games and Puzzles, Grades K-2*  
by Linda Dacey, Karen Gartland, and Jayne Bamford Lynch. Copyright © 2016. Stenhouse Publishers.

# Count 20 Game Board



Copy these instructions. Cut out and tape onto the front of the Zip Bag. Store game board and counters inside.

### **'Fabulous 5 Worm!'**

*from Carole Fullerton's blog, 'Mathematical Thinking'*

#### **Materials:**

- Game board
- 2 sets of coloured counters, one set & colour for each player.

#### **Instructions:**

- Tallest player goes first.
- Each player takes turns placing 2 counters of their colour on 2 spots that add to 5.
- When no more counters can be placed, the winner is the person with the **most of their colour in a row.**

### **'Terrific 10 Snake!'**

*from Carole Fullerton's blog, 'Mathematical Thinking'*

#### **Materials:**

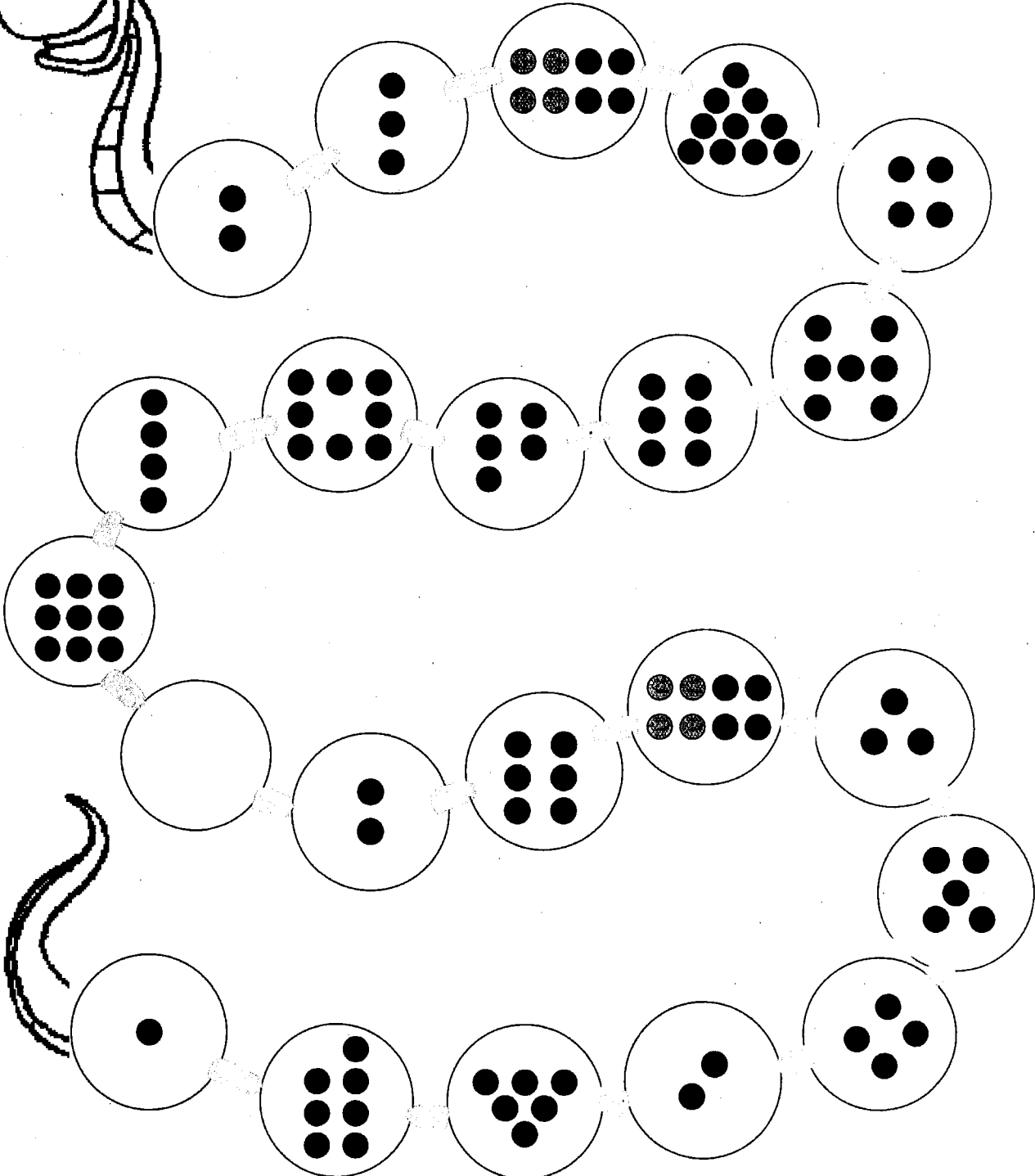
- Game board
- 2 sets of coloured counters, one set & colour for each player.

#### **Instructions:**

- Tallest player goes first.
- Each player takes turns placing 2 counters of their colour on 2 spots that add to 10.
- When no more counters can be placed, the winner is the person with the **most of their colour in a row.**



# Terrific 10 snake!





## Hippo Number Line Board Game

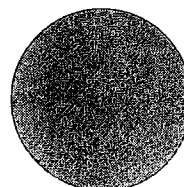
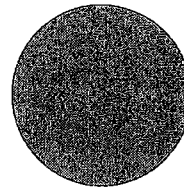
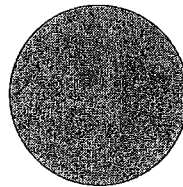
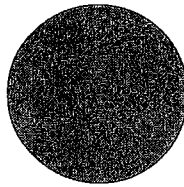
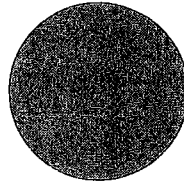
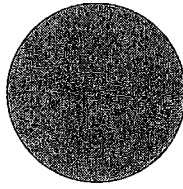
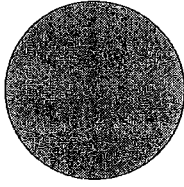
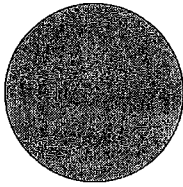
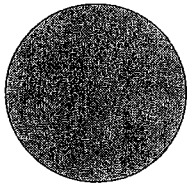
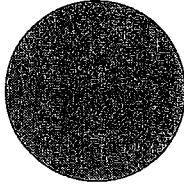
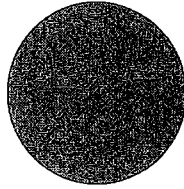
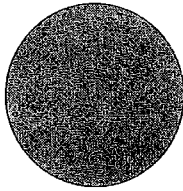
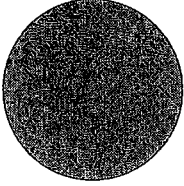
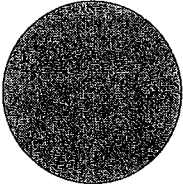
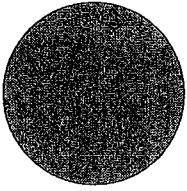
This game is based on a hippo poster from Let's Talk About It. This game is designed for partners. Students will have the opportunity to work with a concrete number line.

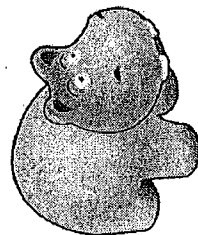
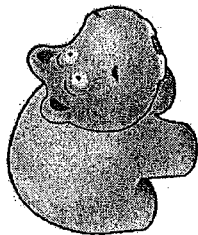
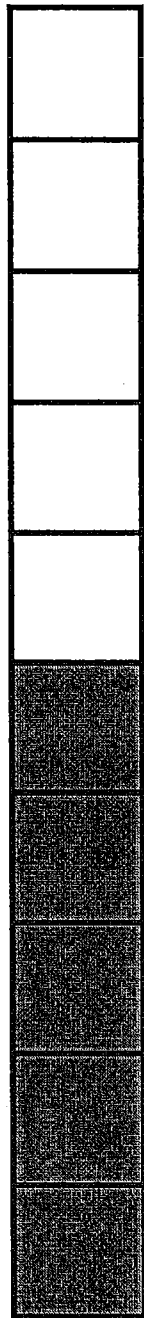
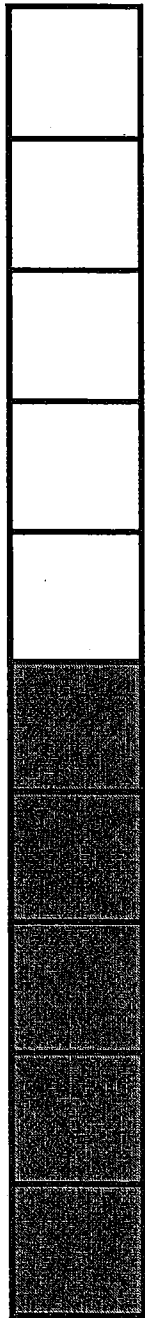
### Materials:

Game Board  
Hippo Counters  
Number Dot Cards (0,1,2 & 3)

### Instructions:

The object of the game is to move the hippo along the concrete number line to the water hole. Player one picks up a number card and moves the number of spaces indicated on the card. Player two repeats the process. The game continues until the hippo reaches the water hole.





# MATH

## Conferring Sheet

NAME \_\_\_\_\_

GOALS

▪

▪

STRENGTHS

▪

▪

OBSERVATION AND INSTRUCTION

NEXT STEPS TO MEET GOAL

DATE

TOUCH  
POINT

DATE

TOUCH  
POINT

DATE

TOUCH  
POINT

DATE

TOUCH  
POINT

DATE

TOUCH  
POINT

DATE

TOUCH  
POINT



**Exit Slip:**

How did you decide which **counter** to move?

How are you getting **better** at this game? What strategies can you use?

**100 puzzle (1-3) OR Decimal Puzzle (gr. 4-6) Place value patterns in 3-digit numbers/decimal fractions (Reassemble a 100 chart – or 200 chart, 300 chart – cut into random pieces.)**

What to watch for:

- *How do students use place value and pattern knowledge to assemble the puzzle?*
- *What conversation do students have about assembling the puzzle?*
- *Can students use 0-100 patterns to assemble 101-200 puzzles? 201-300 puzzles?*

Self-assessment Exit Questions:

- *What did you notice as you put the puzzle together? What part was easy/hard for you? What tips would you give a student who's trying the puzzle for the first time?*

## ANALYZING STUDENTS' WORK, THINKING, AND LEARNING

### *Analysis Tool*

Evidence of Student Thinking	What Can the Student Do?	What Can the Student Almost Do?	Next Steps

### *Process for Using the Analysis Tool*

#### Evidence of Student Thinking

(If you are doing this in a study group, the teacher of this student is not discussing, only listening.)

Be completely objective  
Describe only what is on the page  
Do not make inferences yet!

#### What Can the Student Do?

(If you are doing this in a study group, the teacher of this student is not discussing, only listening.)

Infer: Now make some assumptions about the student's thinking based on the evidence  
What do you think the student did and why?  
What does the student understand?  
What are next steps for the student?

#### What Can the Student Almost Do?

(If you are doing this in a study group, now the teacher gets to respond to the descriptions and analysis. The teacher may talk about the child, what happened in class that day, observations of the student as he or she solved the problem, and so on, but everyone should stay focused on the evidence.)

Think about problems this student has solved in addition to the problem you are analyzing. Is the student close to making a leap to a new understanding?  
Is the student using this strategy or skill consistently?

#### Next Steps

(If you are doing this in a study group, the teacher continues to participate in the discussion.)

Based on your analysis of the evidence presented, what does the student understand, and now how do we build on the student's current knowledge and level of understanding?  
Where is the student's knowledge fragile, and what will help the student fill in gaps of knowledge or remedy misconceptions?  
What are next steps for this student?





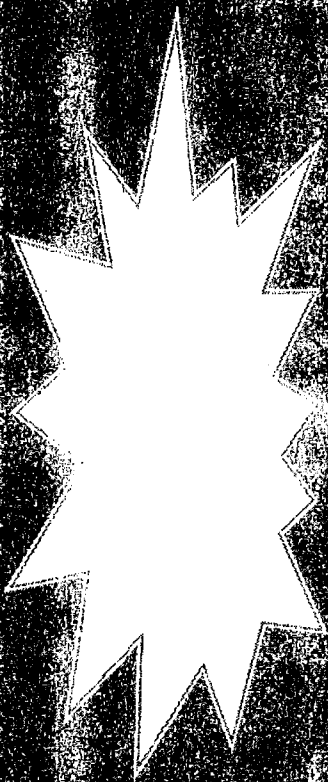


How far from 10

1 less

10 less

Dot Pattern



Partition

Half

Two less

How far from 5

1 more

10 more

Count down from

Double

Two more