

Number Match (Five-Frames)



Materials:

- Two different colored counters
- A set of five-frame cards (yellow)

Instructions:

- Players A and B pick colors.
- Players shuffle the five-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board.
- Player A chooses a number on the game board that matches the number of dots on the card and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A draws two cards and figures out how many dots are on each card.
- Player A has a card with three dots and a card with one dot.
- Player A chooses to play the card with three dots and discards the other.
- Player A finds a 3 on the game board and covers it with a colored counter.
- Play passes to Player B.

Number Match (Five-Frames)



4	2	3	4	1
3	1	4	2	5
5	2	5	3	1
4	3	4	2	5
1	5	3	1	4

Place
card
here

Number Match (6-Sided Dice)



Materials:

- Two different colored counters
- Two 6-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to play, putting the other to the side.
- Player A places the chosen die on the space provided on the game board.
- Player A chooses a number on the game board that matches the number of dots on the die and covers it with a colored counter.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 5 and 3, chooses to play 3, and puts the other 6-sided die to the side.
- Player A finds a 3 on the game board and covers it with a colored counter.
- Play passes to Player B.

Number Match (6-Sided Dice)



4	2	3	4	1
3	1	4	2	5
5	6	5	3	6
4	1	2	6	1
6	3	4	2	5
2	5	6	1	3

Place
die
here

Number Match (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards (blue)

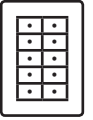
Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board.
- Player A chooses a number on the game board that matches the number of dots on the card and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A draws two cards and figures out how many dots are on each card.
- Player A has a card with seven dots and a card with three dots.
- Player A chooses to play the card with seven dots and discards the other.
- Player A finds a 7 on the game board and covers it with a colored counter.
- Play passes to Player B.

Number Match (Ten-Frames)



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

Place
card
here

Number Match (10-Sided Dice)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to play, putting the other to the side.
- Player A places the chosen die on the space provided on the game board.
- Player A chooses a ten-frame on the game board that matches the number rolled on the die and covers it with a colored counter.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 8 and 3, chooses to play 8, and puts the other die to the side.
- Player A finds an 8 on the game board and covers it with a colored counter.
- Play passes to Player B.

Number Match (10-Sided Dice)



Place
die
here

One More Dot (Five-Frames)



Materials:

- Two different colored counters
- A set of five-frame cards (yellow)

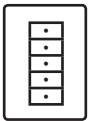
Instructions:

- Players A and B pick colors.
- Players shuffle the five-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board, next to the picture of the 1-card.
- Player A combines the dots from their card with the dot from the 1-card to find how many dots in all.
- Player A chooses a number on the game board that is equal to the total number of dots and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

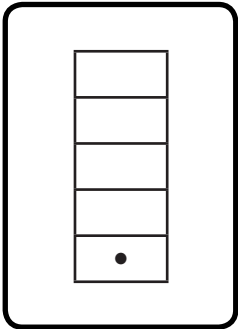
Example Turn:

- Player A draws 2 and 4, chooses to play 2 and places it on the game board, and puts the 4 in the discard pile.
- Player A combines the dots on the 2-card with the dot on the 1-card to make 3.
- Player A chooses one of the 3s on the game board to cover with a colored counter.
- Play passes to Player B.

One More Dot (Five-Frames)



4	2	3	6	3
3	5	4	2	5
5	6	5	3	4
4	3	4	2	6
2	5	6	5	4



One More Dot (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards (blue)

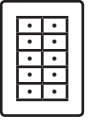
Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board, next to the 1-card.
- Player A combines the dots from their card with the dot from the 1-card to find how many dots in all.
- Player A chooses a number on the game board that is equal to the total number of dots and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

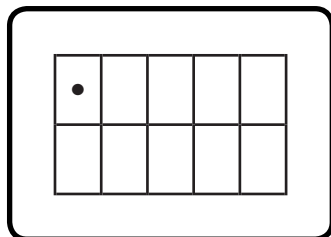
Example Turn:

- Player A draws 8 and 4, chooses to play 8 and places it on the game board, and puts the 4 in the discard pile.
- Player A combines the dots on the 8-card with the dot on the 1-card to make 9.
- Player A chooses one of the 9s on the game board to cover with a colored counter.
- Play passes to Player B.

One More Dot (Ten-Frames)



8	2	7	8	9	2
3	10	4	11	5	4
5	6	9	7	4	2
10	3	8	9	6	11
7	11	6	5	10	3



Place
card
here

Missing a Dot (Five-Frames)



Materials:

- Two different colored counters
- A set of five-frame cards (yellow)

Instructions:

- Players A and B pick colors.
- Players shuffle the five-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board.
- Player A covers one dot on the card to pretend the five-frame lost one of its dots.
- Player A figures out how many dots they can still see on the card (not counting the missing dot).
- Player A finds that number on the game board and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A draws 2 and 4, chooses to play 4, places the 4 on the game board, and puts the 2 in the discard pile.
- Player A covers one dot on the 4-card with their finger.
- Player A figures out there are three dots left.
- Player A chooses one of the 3s on the game board to cover with a colored counter.
- Play passes to Player B.

Missing a Dot (Five-Frames)



4	2	1	0	1
1	3	2	4	2
0	4	0	3	0
3	2	3	1	4
4	0	1	2	3

Place
card
here

Missing a Dot (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards (blue)

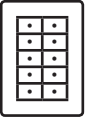
Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board.
- Player A covers one dot on the card to pretend the ten-frame lost one of its dots.
- Player A figures out how many dots they can still see on the card (not counting the missing dot).
- Player A finds that number on the game board and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four in a row (across, down, or diagonally).

Example Turn:

- Player A draws 8 and 6, chooses to play 8, places the 8 on the game board, and puts the 6 in the discard pile.
- Player A covers one dot on the 8-card with their finger.
- Player A figures out there are seven dots left.
- Player A chooses one of the 7s on the game board to cover with a colored counter.
- Play passes to Player B.

Missing a Dot (Ten-Frames)



9	1	6	3	8
0	4	2	0	9
7	5	8	6	2
1	6	9	4	7
4	0	7	1	3
5	2	3	8	5

Place
card
here

Cover the Difference within 5 (Five-Frames)



Materials:

- Two different colored counters
- A set of five-frame cards

Instructions:

- Players A and B pick colors.
- Players shuffle the five-frame cards and place the deck face down.
- Player A draws three cards and chooses two to play, discarding the third.
- Player A compares the cards and figures out the difference between them.
- Player A chooses a square on the game board that matches the difference and covers it with one of their counters.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player covers four squares in a row (across, down, or diagonally).

Example Turn:

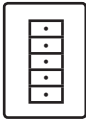
- Player A draws 1, 3, and 5, chooses to play 3 and 5, and puts the 1 in the discard pile.
- Player A compares the 3 and 5 cards and notices the 3 card has 2 fewer dots than the 5 (or the 5 card has 2 more dots than the 3), so the difference between them is 2.
- Because $5 - 3 = 2$, Player A chooses one of the 2s on the game board to cover with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $5 - 3 = 2$, $5 - 2 = 3$, or $3 + 2 = 5$.

All are correct.

Cover the Difference within 5 (Five-Frames)



4	2	3	4	2
3	0	4	1	0
1	2	1	3	4
4	3	0	2	1
2	1	3	3	4

Cover the Difference within 6 (Dice)



Materials:

- Two different colored counters
- Three 6-sided dice (dots or digits)
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls three dice, chooses two, and places them in the corresponding gray boxes provided on the game board.
- Player A figures out the difference between the two numbers rolled (i.e., how many jumps it takes to get from one number to the other).
- Player A chooses a square on the game board that matches the difference and covers it with one of their counters.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

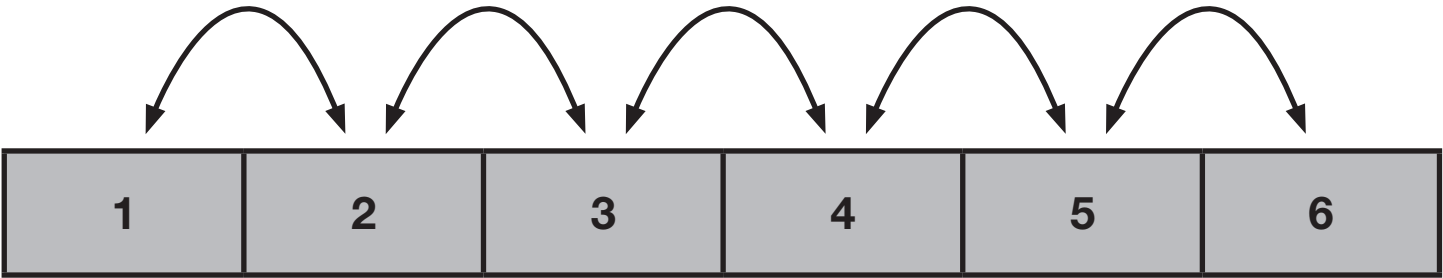
- Player A rolls 1, 2, and 4 and chooses to play 1 and 4.
- Player A puts the chosen dice on the corresponding gray boxes, marked 1 and 4.
- Player A figures out that it takes 3 jumps to get from one number to the other (either jumping up from 1 to 4, or jumping down from 4 to 1), so 3 is the difference.
- Because $4 - 1 = 3$, Player A chooses one of the 3s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $4 - 1 = 3$, or $4 - 3 = 1$, or as $1 + 3 = 4$. All are correct.

Cover the Difference within 6 (Dice)

0	2	3	4	5
3	2	5	1	0
1	0	4	3	5
4	3	0	2	1
2	1	3	5	4



You can think forward or backward.

Cover the Difference within 9 (Dice)



Materials:

- Two different colored counters
- Three 10-sided dice
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls three dice and chooses two to play.
- Player A places the two chosen dice in the corresponding gray boxes on the number path.
- Player A figures out the difference between the numbers on the dice (i.e., how many jumps it takes to get from one number to the other).
- Player A finds a square on the game board that represents the difference between the two dice and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 2, 5, and 8 and chooses to play 2 and 8.
- Player A puts the chosen dice in the corresponding gray boxes, marked 2 and 8.
- Player A figures out that it takes 6 jumps to get from one number to the other (either jumping up from 2 to 8, or jumping down from 8 to 2), so 6 is the difference.
- Because $8 - 2 = 6$, Player A chooses one of the 6s on the game board and covers it with a colored counter.
- Play passes to Player B.

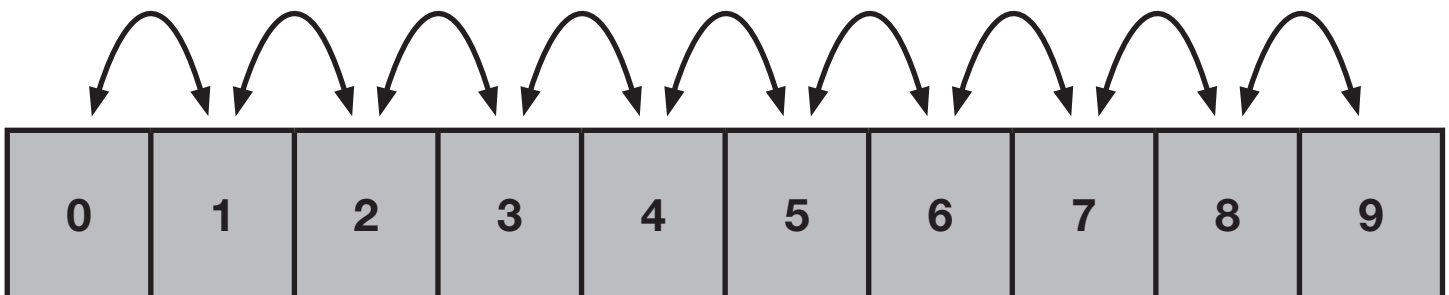
(OPTIONAL) Example Recording:

A student might record the example turn as $8 - 2 = 6$, $8 - 6 = 2$, or $2 + 6 = 8$. All are correct.

Cover the Difference within 9 (Dice)



8	8	3	7	5	4
3	2	5	3	0	9
9	0	2	7	5	5
4	1	3	2	8	1
5	2	6	4	6	9
4	1	7	5	6	7



You can think forward or backward.

Cover the Difference within 10 (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws three cards and chooses two to play, discarding the third.
- Player A compares the cards and figures out the difference between them.
- Player A chooses a square on the game board that represents the difference and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

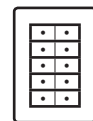
- Player A draws 2, 4, and 9, chooses to play 4 and 9, and puts the 2 in the discard pile.
- Player A compares the 4- and 9-cards and notices the 4-card has 5 fewer dots than the 9-card (or the 9-card has 5 more dots than the 4-card), so the difference between them is 5.
- Because $9 - 4 = 5$, Player A chooses one of the 5s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $9 - 4 = 5$, $9 - 5 = 4$, or $4 + 5 = 9$. All are correct.

Cover the Difference within 10

(Ten-Frames)



7	8	3	6	5	4
3	2	5	9	0	3
9	0	4	7	5	5
4	8	3	2	1	1
5	2	6	4	7	9
2	1	7	5	6	8

Sum It Up within 6



Materials:

- Two different colored counters
- One 6-sided die with dots
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die.
- Player A chooses the move they want to play from the gray boxes at the bottom of the game board (-1 , $+0$, $+1$, $+2$, $+3$, or $+4$), and places the playing chip in that gray box.
- Player A applies the move to the number on the die and covers a corresponding square on the game board with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 4.
- Player A chooses to move -1 and places the playing chip in that gray box.
- Player A applies the move, figuring out that $4 - 1 = 3$.
- Player A chooses one of the 3s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $4 - 1 = 3$.

Sum It Up within 6



0	5	3	4	2
3	2	5	6	1
1	6	4	3	5
0	3	4	2	1
2	6	3	5	4

-1	+0	+1	+2	+3	+4
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Sum It Up within 12



Materials:

- Two different colored counters
- Three 6-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls all three dice and chooses two.
- Player A calculates the sum of the two dice.
- Player A covers one square on the game board that is equal to the sum of the two dice they chose.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 3, 4, and 5.
- Player A chooses the 5 and 3.
- Player A adds $5 + 3$ to find 8.
- Player A chooses one of the 8s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $5 + 3 = 8$.

Sum It Up within 12



5	10	7	5	3	11
4	2	6	8	10	4
9	12	3	7	9	6
7	4	5	2	8	3
11	8	6	7	4	10
6	12	9	11	8	5

Sum It Up within 18



Materials:

- Two different colored counters
- Three 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls all three dice and chooses two.
- Player A calculates the sum of the two dice.
- Player A covers one square on the game board that is equal to the sum of the two dice they chose.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 3, 4, and 5.
- Player A chooses the 5 and the 3.
- Player A adds $5 + 3$ to find 8.
- Player A chooses one of the 8s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $5 + 3 = 8$.

Sum It Up within 18



15	7	12	5	10	16
13	5	4	13	12	9
16	14	10	16	7	11
6	13	9	11	18	8
14	11	17	2	10	15
12	6	8	14	3	17

Making More and Less within 7

(± 1)



Materials:

- Two different colored counters
- One 6-sided die (dots at first, eventually digits)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and places it on the number line at the bottom of the game board.
- Player A decides whether to add or subtract 1 to the number on the die and figures out the answer.
- Player A chooses a corresponding square on the game board and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 4 and places the die on the number line.
- Player A decides whether to play 1 less or 1 more than 4. Player A decides to play 1 less and figures out that 3 is 1 less than 4.
- Because $4 - 1 = 3$, Player A chooses a 3 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

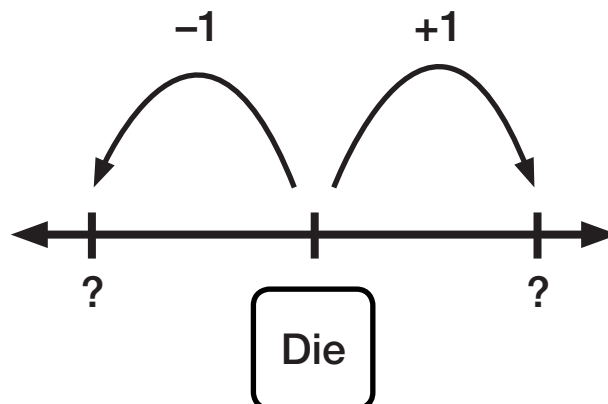
A student might record the example turn as $4 - 1 = 3$.

Making More and Less within 7



(± 1)

0	4	5	1	3	0
4	7	3	3	2	6
3	7	2	2	5	4
0	1	4	6	6	2
4	5	0	5	3	1



Making More and Less within 8

($+/-$ 1 or 2)



Materials:

- Two different colored counters
- One 6-sided die (dots at first, eventually digits)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and places it on the number line at the bottom of the game board.
- Player A decides whether to add 1, subtract 1, add 2, or subtract 2 from the number on the die, and figures out the answer.
- Player A chooses a corresponding square on the game board and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 5 and places it on the number line.
- Player A decides whether to play 1 less, 1 more, 2 less, or 2 more than 5. Player A decides to play 2 more and figures out that 7 is 2 more than 5.
- Because $5 + 2 = 7$, Player A chooses a 7 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

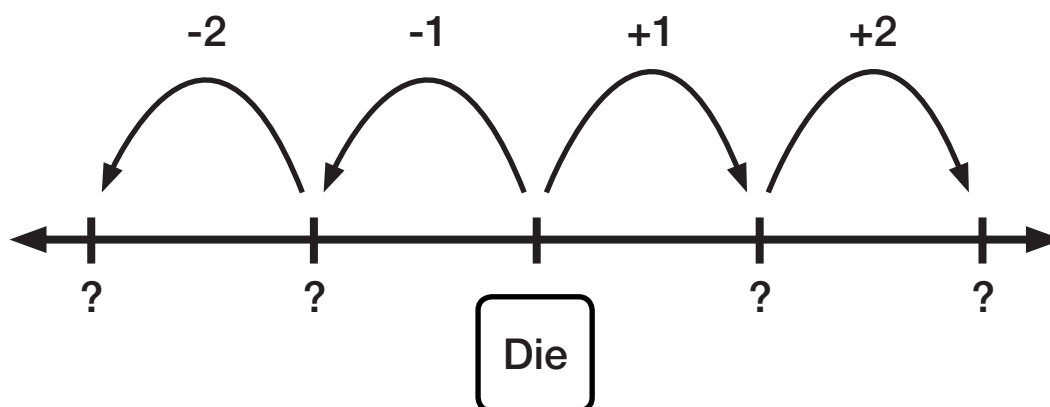
A student might record the example turn as $5 + 2 = 7$.

Making More and Less within 8



(+/- 1 or 2)

2	4	5	1	3	8
4	0	3	5	2	6
3	7	6	2	5	4
8	1	4	8	6	2
4	3	0	5	7	1



Making More and Less within 11

(+/- 1 or 2)



Materials:

- Two different colored counters
- One 10-sided die (or a set of ten-frame cards—see variation below)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and places it on the number line at the bottom of the game board.
- Player A decides whether to add 1, subtract 1, add 2, or subtract 2 from the number on the die, and figures out the answer.
- Player A chooses a corresponding square on the game board and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 9 and places it on the number line.
- Player A chooses to subtract 2 and figures out that 7 is 2 less than 9.
- Because $9 - 2 = 7$, Player A chooses a 7 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $9 - 2 = 7$.

Variation:

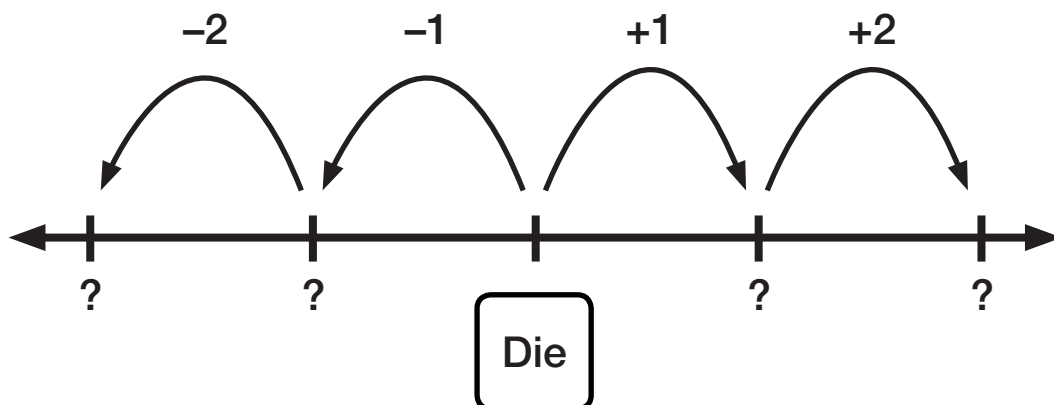
Players could use a set of ten-frame cards instead of dice, especially if the visual dots would be helpful. Eventually, it would be good to shift toward the digit dice.

Making More and Less within 11

(+/- 1 or 2)



0	10	7	10	2	6
9	8	1	3	4	4
5	8	3	6	8	10
2	7	4	11	1	5
11	5	0	6	3	9



Making More and Less within 20

(+/- 1 or 2)



Materials:

- Two different colored counters
- One set of double-ten-frame cards
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Players shuffle the cards and place the deck face down.
- Player A draws a card.
- Player A decides whether to add 1, subtract 1, add 2, or subtract 2 from the number on the card and places the playing chip in the gray box showing the move they want to make.
- Player A figures out the answer and covers a corresponding square on the game board with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A draws a 19 and places it on the number line below.
- Player A chooses to subtract two and puts the playing chip in -2 in the gray box.
- Player A figures out that 17 is 2 less than 19.
- Because $19 - 2 = 17$, Player A chooses a 17 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

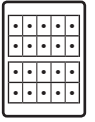
A student might record the example turn as $19 - 2 = 17$.

Variation:

Players could use one full ten-frame and one ten-sided die instead of double-ten-frames to reinforce the “10 and some more” idea of the teen numbers. This variation also encourages students to think about 1 or 2 less and more with digits instead of dots.

Making More and Less within 20

(+/- 1 or 2)



20	10	17	10	12	16
19	9	19	12	14	15
15	18	13	16	18	20
12	17	14	11	19	12
11	9	10	16	13	19

-2	-1	+1	+2
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Partners for Ten (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards

Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A figures out the difference between the number chosen and 10.
- Player A chooses a square on the game board that matches the difference and places a colored counter on that square.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

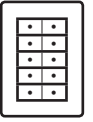
Example Turn:

- Player A draws a 3 and an 8, chooses to play the 8, and puts the 3 in the discard pile.
- Player A looks at the 8 card and figures out that two more dots would be needed to make 10, because $8 + \underline{2} = 10$ (or $10 - 8 = \underline{2}$, or $10 - \underline{2} = 8$, depending on how they think about it).
- Because the difference/missing addend is 2, Player A chooses one of the 2s on the game board to cover with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $10 - 8 = 2$, $10 - 2 = 8$, or $8 + 2 = 10$. All are correct.

Partners for Ten (Ten-Frames)



1	8	3	6	5
3	2	5	9	0
9	0	4	7	5
4	8	3	2	1
2	1	7	5	6

Partners for Ten (Dice)



Materials:

- Two different colored counters
- Two 10-sided dice
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls two dice, chooses one, and places it in the corresponding gray box on the game board.
- Player A figures out how many jumps it takes to get from the number chosen up to 10, or to get from 10 down to the number chosen—that is, Player A figures out the difference between 10 and the number chosen.
- Player A chooses a square on the game board that corresponds to the difference and places a colored counter on that square.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 3 and 6 and chooses to play 6.
- Player A puts the die in the corresponding gray box, marked 6, on the number path.
- Player A counts 4 jumps (either jumping up from 6 to 10, or jumping down from 10 to 6), identifying 4 as the missing addend/difference.
- Because $10 - 6 = 4$, or $6 + 4 = 10$, Player A chooses one of the 4s on the game board to cover with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $10 - 6 = 4$ or $6 + 4 = 10$.

Partners for Ten (Dice)



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

0	1	2	3	4	5	6	7	8	9	10
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You can think forward to 10 or backward from 10.

The Teen Game

(Ten-Frame and Loose Ones)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to place in the square marked “Place one 10-sided die here.”
- Player A reads the number made, chooses a corresponding square on the game board, and places a colored counter on that square.
- Players A and B alternate turns until the board is full or no one can go. The player with the most sets of three squares in a row (across, down, or diagonally) wins.

Example Turn:

- Player A rolls a 5 and an 8.
- Player A chooses to play the 8 and places it on the square for the die, making the number 18.
- Player A chooses one of the 18s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $10 + 8 = 18$.

The Teen Game

(Ten-Frame and Loose Ones)



1

Place one
10-sided
die here

The Teen Game (Double-Ten-Frame)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to place in the square marked “Place one 10-sided die here.”
- Player A reads the number made, chooses a corresponding square on the game board, and places a colored counter on that square.
- Players A and B alternate turns until the board is full or no one can go. The player with the most sets of three squares in a row (across, down, or diagonally) wins.

Example Turn:

- Player A rolls a 5 and an 8.
- Player A chooses to play the 5 and places it on the square for the die, making the number 15.
- Player A chooses one of the 15s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $10 + 5 = 15$.

The Teen Game (Double-Ten-Frame)



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Place one
10-sided
die here

Dominating Doubles within 12



Materials:

- Two different colored counters
- One 6-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double or halve the number rolled.
- Player A puts a playing chip in the corresponding gray box (“Double the Die” or “Halve the Die”).
- Player A applies this move (double or halve) to the number on the die.
- Player A chooses a square on the game board that matches the result and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 4.
- Player A considers whether to take half of 4, and play 2, or to double 4, and play 8.
- Player A decides to double 4 and places a chip on “Double the Die.”
- Player A chooses one of the 8s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $4 + 4 = 8$ or $2 \times 4 = 8$. (If the student had halved the die, they might write $4 = 2 + 2$, $4 - 2 = 2$, or $4 \div 2 = 2$.)

Dominating Doubles within 12



4	8	6	10	8	4
2	4	2	1	3	10
4	10	3	8	2	6
3	12	6	10	8	4
8	1	4	3	6	12
4	3	2	8	10	1

Place the chip in the box for the move you want to make.

Double the Die	Halve the Die
-----------------------	----------------------

Dominating Doubles within 18



Materials:

- Two different colored counters
- One 10-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double or halve the number rolled.
- Player A puts a playing chip in the corresponding gray box (“Double the Die” or “Halve the Die”).
- Player A applies this move (double or halve) to the number on the die.
- Player A chooses a square on the game board that matches the result and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls an 8.
- Player A considers whether to take half of 8, and play 4, or to double 8, and play 16.
- Player A decides to double 8 and places a chip on “Double the Die.”
- Player A chooses one of the 16s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $8 + 8 = 16$ or $2 \times 8 = 16$. (If the student had halved the die, they might write $8 = 4 + 4$, $8 - 4 = 4$, or $8 \div 2 = 4$.)

Dominating Doubles within 18



3	8	6	10	12	2
18	14	16	1	3	10
4	10	6	8	0	6
14	12	4	18	16	8
8	18	2	3	6	12
4	3	10	8	14	1

Place the chip in the box for the move you want to make.

Double the Die	Halve the Die
-----------------------	----------------------

Near Doubles within 13 (Doubles ± 1)



Materials:

- Two different colored counters
- One 6-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double the number rolled, double it then add 1, or double it then subtract 1.
- Player A puts the playing chip in the gray box that shows the chosen move and applies that move to the number on the die.
- Player A chooses a square on the game board that matches the result and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 6.
- Player A considers whether to double 6 to play 12, ($6 + 6 = 12$), or double 6 then add 1 to play 13, ($6 + 6 + 1 = 13$), or double 6 then subtract 1 to play 11, ($6 + 6 - 1 = 11$).
- Player A decides to double 6 then subtract 1, so they place a chip on “Double then subtract 1.”
- Player A chooses one of the 11s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $6 + 6 - 1 = 11$ or in two steps, such as $2 \times 6 = 12$ and $12 - 1 = 11$.

Near Doubles within 13 (Doubles ± 1)



5	8	6	10	13	7
2	13	9	1	3	10
4	10	7	8	2	6
13	12	5	9	11	4
8	11	2	3	6	12
4	3	9	5	7	1

Place the counter in the box for the move you want to make.

Double then subtract 1	Double	Double then add 1
------------------------	--------	-------------------

Near Doubles within 19 (Doubles ± 1)



Materials:

- Two different colored counters
- One 10-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double the number rolled, double it then add 1, or double it then subtract 1.
- Player A puts the playing chip on the move chosen and applies that move to the number on the die.
- Player A chooses a square on the game board that matches the result and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 9.
- Player A considers whether to double 9 to play 18, ($9 + 9 = 18$), or double 9 then add 1 to play 19, ($9 + 9 + 1 = 19$), or double 9 then subtract 1 to play 17, ($9 + 9 - 1 = 17$).
- Player A decides to double 9 then subtract 1, so they place a chip on “Double then subtract 1.”
- Player A chooses one of the 17s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $9 + 9 - 1 = 17$ or in two steps, such as $9 \times 2 = 18$ and $18 - 1 = 17$.

Near Doubles within 19 (Doubles ± 1)



7	8	9	10	11	12
13	4	12	16	17	18
19	6	13	14	15	19
1	2	9	8	11	10
8	17	7	13	4	5
10	11	3	17	12	6

Place the counter in the box for the move you want to make.

Double then subtract 1	Double	Double then add 1
------------------------	--------	-------------------

Near Doubles within 14

(Doubles $\pm$ 1 or 2)



Materials:

- Two different colored counters
- One 6-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double the number rolled, double it then add 1, double it then add 2, double it then subtract 1, or double it then subtract 2.
- Player A puts the playing chip on the move chosen and applies that move to the number on the die.
- Player A chooses a square on the game board that matches the result and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 5.
- Player A considers whether to double 5 to play 10, ($5 + 5 = 10$), or double 5 then add 1 to play 11, ($5 + 5 + 1 = 11$), or double 5 then add 2 to play 12, ($5 + 5 + 2 = 12$), or double 5 then subtract 1 to play 9, ($5 + 5 - 1 = 9$), or double 5 then subtract 2 to play 8, ($5 + 5 - 2 = 8$).
- Player A decides to double 5 then subtract 2, so they place a chip on “Double then subtract two.”
- Player A chooses one of the 8s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $5 + 5 - 2 = 8$ or in two steps, such as $5 + 5 = 10$ and $10 - 2 = 8$.

Near Doubles within 14

(Doubles $\pm$ 1 or 2)



4	8	6	10	12	9
2	13	7	1	9	10
4	10	7	13	2	6
12	13	5	9	11	5
8	11	4	3	6	8
2	3	9	5	14	1

Place the counter in the box for the move you want to make.

Double then subtract 2	Double then subtract 1	Double	Double then add 1	Double then add 2
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Near Doubles within 20

(Doubles $\pm$ 1 or 2)



Materials:

- Two different colored counters
- One 10-sided die
- A playing chip (such as a penny, pebble, or cube)

Instructions:

- Players A and B pick colors.
- Player A rolls the die and chooses whether to double the number rolled, double it then add 1, double it then add 2, double it then subtract 1, or double it then subtract 2.
- Player A puts the playing chip on the move chosen and applies that move to the number on the die.
- Player A chooses a square on the game board that matches the result and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 7.
- Player A decides whether to double 7 to play 14, ($7 + 7 = 14$), double 7 then add 1 to play 15, ($7 + 7 + 1 = 15$), double 7 then add 2 to play 16, ($7 + 7 + 2 = 16$), double 7 then subtract 1 to play 13, ($7 + 7 - 1 = 13$), or double 7 then subtract 2 to play 12, ($7 + 7 - 2 = 12$).
- Player A decides to double 7 then subtract 2, so they place a chip on “Double then subtract two.”
- Player A chooses one of the 12s on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $7 + 7 - 2 = 12$ or in two steps, such as $7 + 7 = 14$ and $14 - 2 = 12$.

Near Doubles within 20

(Doubles $\pm$ 1 or 2)



7	8	9	10	11	12
13	4	12	16	17	18
0	6	13	14	15	19
1	2	9	8	11	10
8	17	7	13	4	5
10	11	3	17	20	6

Place the counter in the box for the move you want to make.

Double then subtract 2	Double then subtract 1	Double	Double then add 1	Double then add 2
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Make-10 or Pretend-10 with 8 (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards

Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board and then combines it with the 8-card, as shown, to find the sum.
- Player A chooses a square on the game board that is equal to the sum of the cards and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

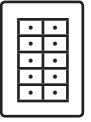
- Player A draws a 6 and a 4, chooses to play the 4, and puts the 6 in the discard pile.
- Player A puts the 4-card in the space shown, next to the 8-card.
- Player A adds $8 + 4$ to find 12.
- Player A chooses a square that shows 12 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $8 + 4 = 10 + 2$ or $8 + 4 = 12$.

Make-10 or Pretend-10 with 8

(Ten-Frames)



•	•
•	•
•	•
•	
•	

+

Place a
10-frame
card here and
cover the sum

Make-10 or Pretend-10 with 8 (Numerals)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to play, putting the other to the side.
- Player A places the chosen die on the space provided on the game board and then combines it with the 8, as shown, to find the sum.
- Player A chooses a square on the game board that is equal to the sum and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 7 and 5 and chooses to play the 5.
- Player A puts the 5 in the space provided on the game board.
- Player A adds $8 + 5$ to find 13.
- Player A chooses a 13 on the game board and covers that square with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

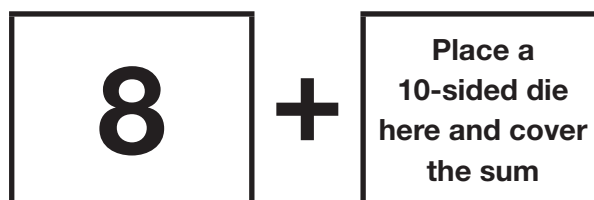
A student might record the example turn as $8 + 5 = 10 + 3$ or $8 + 5 = 13$.

Make-10 or Pretend-10 with 8

(Numerals)



11	17	9	15	11	13
17	14	16	13	12	16
14	15	12	15	16	17
11	11	16	10	14	10
12	13	17	12	16	12
10	15	12	10	15	16
14	13	17	13	11	9



Make-10 or Pretend-10 with 9 (Ten-Frames)



Materials:

- Two different colored counters
- A set of ten-frame cards

Instructions:

- Players A and B pick colors.
- Players shuffle the ten-frame cards and place the deck face down.
- Player A draws two cards and chooses one to play, discarding the other.
- Player A places the chosen card on the space provided on the game board and then combines it with the 9-card, as shown, to find the sum.
- Player A chooses a square on the game board that is equal to the sum of the cards and covers it with a colored counter.
- Player A places the used card face up in a discard pile. When players run out of cards to draw, they shuffle the discard pile, place it face down, and continue playing.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

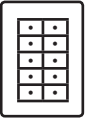
- Player A draws 7 and 3, chooses to play the 7, and puts the 3 in the discard pile.
- Player A puts the 7-card in the space shown, next to the 9-card.
- Player A adds $9 + 7$ to find 16.
- Player A chooses a square that shows 16 on the game board and covers it with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $9 + 7 = 10 + 6$ or $9 + 7 = 16$.

Make-10 or Pretend-10 with 9

(Ten-Frames)



•	•
•	•
•	•
•	•
•	•

+

Place a
ten-frame
card here and
cover the sum

Make-10 or Pretend-10 with 9 (Numerals)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls two dice and chooses one to play, putting the other to the side.
- Player A places the chosen die on the space provided on the game board and then combines it with the 9, as shown, to find the sum.
- Player A chooses a square on the game board that is equal to the sum and covers it with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls 8 and 4 and chooses to play the 8.
- Player A puts the 8 in the space provided on the game board.
- Player A adds $9 + 8$ to find 17.
- Player A chooses a 17 on the game board and covers that square with a colored counter.
- Play passes to Player B.

(OPTIONAL) Example Recording:

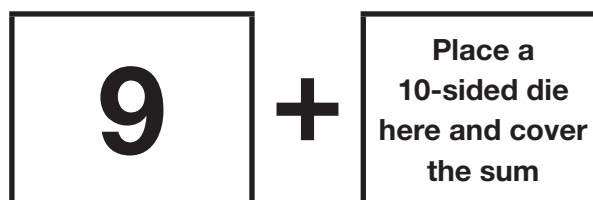
If players are recording equations, Player A could write $9 + 8 = 10 + 7$, or $9 + 8 = 17$.

Make-10 or Pretend-10 with 9

(Numerals)



12	17	10	15	11	13
17	14	18	13	12	14
16	15	12	15	16	17
11	18	16	10	14	11
12	13	17	11	13	12
18	15	12	18	15	16
14	16	17	13	11	18



Cover the Strip within 12

(Based on *Shut the Box*)



Materials:

- Two different colored counters
- Two 6-sided dice (dots at first, either dots or digits eventually)

Instructions:

- Player A rolls the dice and figures out the sum of the numbers rolled.
- Player A chooses any combination of numbers on the game board that is equal to the sum they rolled and covers those numbers with counters. They might cover the two numbers they rolled, OR cover the number that matches the sum, OR decompose the sum and cover up a new combination of numbers that equals the sum they rolled.
- More than two numbers can be covered, as long as they add up to the sum of the dice.
- Player A rolls the dice again and repeats the steps until they EITHER cover all the numbers on the strip OR roll a combination they can't play because the numbers have already been used.
- The objective of the game is to keep rolling and covering up number combinations so that every number is covered.
- **NOTE:** If, during play, the open numbers are all less than 6, a player may roll a single die.
- Player A calculates their score by adding up all of the uncovered numbers left on the game board. (If a player covers all the numbers on the strip, their score would be zero—the best possible score.)
- Play passes to Player B.
- After both players have completed a full turn, the player with the lowest score wins that round.
- The first player to win three rounds wins the game.

Example Turn:

- Player A rolls a 6 and 4 for a sum of 10.
- Player A chooses to cover the number 10 on the game board.
- Player A rolls again and rolls a 3 and 6, for a sum of 9.
- Player A chooses to cover the numbers 3 and 6, because $3 + 6 = 9$.
- Player A rolls again and rolls a 5 and 6. Player A calculates 11 as the sum of the two dice.
- Player A chooses to cover the numbers 1, 2, and 8, because $8 + 2 + 1 = 11$.
- Player A continues to roll the dice and cover numbers until they either cover all the numbers on the strip OR roll a combination they can't cover.
- Player A adds up all uncovered numbers on the strip to calculate their score.
- Player A passes the dice to player B, who completes a full turn to finish out the round.

Variation:

Cover the Strip can be played as a solitaire game.

Cover the Strip within 12

(Based on *Shut the Box*)



Cover the Strip—Player A

1	2	3	4	5	6	7	8	9	10	11	12
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Cover the Strip—Player B

12	11	10	9	8	7	6	5	4	3	2	1
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Cover the Strip within 18

(Based on *Shut the Box*)



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Player A rolls the dice and figures out the sum of the numbers rolled.
- Player A chooses any combination of numbers on the game board that is equal to the sum rolled and covers those numbers with counters. They might cover the two numbers they rolled, OR cover the number that matches the sum, OR decompose the sum and cover up a new combination of numbers that equals the sum they rolled.
- More than two numbers can be covered, as long as they add up to the sum of the dice.
- Player A rolls the dice again and repeats the steps until they EITHER cover all the numbers on the strip OR roll a combination they can't play because the numbers have already been covered.
- The objective of the game is to keep rolling and covering up number combinations so that every number is covered.
- **NOTE:** If, during play, the open numbers are all less than 10, player A may roll a single 10-sided die.
- Player A calculates their score by adding up all of the uncovered numbers left on the board. (If a player covers all the numbers on the strip, their score would be zero—the best possible score.)
- Play passes to Player B.
- After both players have completed a full turn, the player with the lowest score wins that round.
- The first player to win three rounds wins the game.

Example Turn:

- Player A rolls a 3 and 6, for a sum of 9.
- Player A chooses to cover the numbers 3 and 6 on the game board, because $3 + 6 = 9$.
- Player A rolls again and rolls a 7 and 9, for a sum of 16.
- Player A chooses to cover the number 16 on the game board.
- Player A rolls again and rolls a 5 and 9. Player A calculates 14 as the sum of the two dice.
- Player A chooses to cover the numbers 1, 5, and 8, because $8 + 5 + 1 = 14$.
- Player A continues to roll the dice and cover numbers until they either cover all the numbers on the strip OR roll a combination they can't cover.
- Player A adds up all uncovered numbers on the strip to calculate their score.
- Player A passes the dice to player B, who completes a full turn to finish out the round.

Variation:

Cover the Strip can be played as a solitaire game.

Cover the Strip within 18

(Based on *Shut the Box*)



Cover the Strip within 18
Player **A**

1	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

Cover the Strip within 18
Player **B**

18	9
17	8
16	7
15	6
14	5
13	4
12	3
11	2
10	1

Sum or Difference within 12



Materials:

- Two different colored counters
- Two 6-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls the two dice.
- Player A chooses to either add the dice together or find the difference between them.
- Player A chooses one square on the game board that represents either the sum or difference of the two dice and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 3 and 5.
- Player A can either add 3 and 5, and play 8, or find the difference of 3 and 5, and play 2. Player A chooses to find the difference.
- Player A chooses one of the 2s on the game board and covers it with a colored counter, because $5 - 3 = 2$.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $5 - 3 = 2$, $5 - 2 = 3$, or $3 + 2 = 5$. All are correct.

Sum or Difference within 12



5	1	7	5	3	9
4	2	6	0	10	4
9	10	1	7	9	6
0	4	5	2	8	3
11	8	6	7	4	12
6	2	9	11	8	5

Sum or Difference within 20



Materials:

- Two different colored counters
- Two 10-sided dice

Instructions:

- Players A and B pick colors.
- Player A rolls the two dice.
- Player A chooses to either add the dice together or find the difference between them.
- Player A chooses a square on the game board that represents either the sum or difference of the two dice and covers that square with a colored counter.
- Players A and B alternate turns until one player gets four squares in a row (across, down, or diagonally).

Example Turn:

- Player A rolls a 7 and 8.
- Player A can either add 7 and 8 and play 15, or find the difference between 7 and 8 and play 1. Player A chooses to find the sum of 7 and 8 and play 15.
- Player A chooses one of the 15s on the game board to cover with a colored counter, because $7 + 8 = 15$.
- Play passes to Player B.

(OPTIONAL) Example Recording:

A student might record the example turn as $7 + 8 = 15$ or $8 + 7 = 15$.

Variation:

Players could use a set of ten-frame cards instead of dice.

Sum or Difference within 20



17	7	12	5	2	6
13	0	4	13	2	9
16	14	1	16	14	11
6	8	9	11	18	13
7	11	15	10	10	15
12	6	8	14	3	5