

WHERE AM I IN LINE?

Ahead of time. Label each craft/paddlepop stick with a different number and store them in a container.

Use different numbers appropriate to your students - from simple counting by ones to numbers in the hundreds and thousands for older students.

Pass out the sticks

The students line up in numerical order (ascending or descending) according to the numbers on the sticks.

Repeat the activity as time allows, giving students a stick with a different number.

B/A

WHAT COMES BEFORE

Announce a random number between 1 and 100.

Have the class tell you what number right before it. To maximize participation, have the student share their answer with a neighbour before you call on a student to give the answer.

Continue by announcing another number.

Variation - play the same game by asking students to tell you what comes after the random numbers

B/A

MORE OR LESS

Name a number

Toss a beanbag to a student while calling out the word more or less.

The student should catch the beanbag and give a number that is more or less than the original number stated, depending on the command.

The student throws the beanbag to another student, again calling out more or less.

The game continues as time allows
Variation - give a multiplication problem when tossing the beanbag.

B/A

HOW MANY JELLY BEANS IN THE JAR

Having a hundreds chart available when first doing this activity.

Ask the question, "How many jelly beans do I have if I have 2 more than ___?"

Continue to ask the question, using random numbers from 1 to 100.

Make this more challenging by changing "2 more" to a larger number such as 5 more.

EVEN AND ODD

Have the students stand in pairs.

Say a number.

If the number is odd, the students move apart.

If the number is even, students stay together.

Variation - give a number sentence. Students respond to show whether the answer is odd or even

NI

MUSICAL NUMBERS

Place seven empty chairs side by side in the front of the classroom.

Have each student write a one-digit number on a sheet of paper.

Choose seven students to walk around the chairs while music is playing, carrying the papers with the one-digit on them.

When the music stops, students sit in the chairs and hold up their numbers so that the class may see them.

The class reads the seven digit number aloud

Continue the play with seven new students.

Variation - use less numbers/chairs

NI

COMPARING HUNDREDS

In advance, write a different number 0-9, in red on 10 plates. Then do the same on the next 10 using blue and a third set in green.

To play, pass out the plates to the students. Some may have more than one plate.

Call out three combinations of numbers and colours. E.g. "red two, blue four, and green seven"

Ask the students to stand out the front with their plates and make the greatest number possible (742) and then the least number possible (247).

Play again choosing three or more plates.

M&PV

TENS AND ONES TOSS-UP

In advance prepare sticks - give each pair of students nine sticks with 10 dots on one side and one on the other. Band the nine sticks together with a rubber band

To play - divide the students into pairs. Give one bundle of marked sticks to each pair.

Each player in turn gently tosses the sticks on a desk.

The player names the number tossed. E.g. "4 tens and 5 ones is 45 "

After each player has taken a toss, the player with the largest number gets a point.

The player with the most points wins.

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