

## MATHS TAG

Students stand in a space in the room, and attach a small piece of material, or "flag" to their shirt. An individual student is asked to say the number before, or after, a given number. The student must answer within a designated time, for example, three seconds. A correct response allows the student to take one step in any direction to attempt to get the "flag" from another student. If their flag is taken, the student must sit down. If a student states an incorrect answer to the question, he or she must also sit down. Continue the game until only one student remains standing.

## FOUR CORNERS - variation of Kings Corners

A deck of cards, 40 total cards, of two separate colors. Example 1-10 X 2 of blue 1-10 X 2 of red. Deal out five cards to each player with the dealer receiving six. Then place four cards around the sides of the deck, face up. These are the starter cards. Cards are placed in alternating colors. The player #1 determines if a card can be played on one of the four cards that are face up or if player #1 has a 10 can place it at one of the four corners around the deck. Player #1 continues until he/she has no more cards that can be played. Play continues for each of the participants. If a player cannot play, he/she draws one card from the deck. The first player to be out of cards is the winner. Cards that are played may be moved to continue a sequence from another pile on the table. For example if you have 5, 4, 3 in one pile and 8, 7, 6 in another; you can move the 5, 4, 3 onto the 6 to continue the sequence.

## NUMBER AFTER BINGO

Each participant will start with a blank BINGO card and enough counters to cover the spaces on the board. Begin with numerals in the range of two to eleven and then progress to numerals in the range of two to twenty- one. Have the students fill in their open slots on their bingo card with numerals within the selected range. Hold up a numeral card so that all students can see it. Have students check their bingo cards, and if it contains a numeral, which is one after the number displayed, they cover the numeral with a counter. The winner is the first student to cover all the numerals on the bingo card.

### **Differentiation/Variations**

Identify the numeral before the one shown, two after or two before. Extend the range of numbers. Increase the size of game board as the range of numbers expands.

## CELEBRITY HEAD

Display a number line showing an appropriate range of numbers for your students. Place movable marker tabs at either end of the number line strip. Choose a student to wear the "crown" or hat to which a numeral card is attached. The student should not see the number on the headpiece he/she is wearing. The chosen student then asks questions of the class to help him/her find the "secret number". The class, however, can only say yes or no to each question the chosen student asks them. In response to the answers, the selected student moves the tabs along the number line to indicate the range within which the "secret number" lies. The chosen student continues to move the tabs until he/she can identify the number.

**Differentiation/Variations** This activity is easily adapted to any level of student need just by adjusting the numbers on the number line. Emergent students could have a number line using numbers 1 through 5 or 10, on up to level 5 students who could use number lines using decimals, fractions, and larger numbers.

## GO TO BREAKTIME

Children are given a numeral card -Teacher calls out number before 8/after 12/2 after etc and child moves to the floor or leaves classroom for break.

## BEFORE AND AFTER DOMINOES

Children are given a domino and are asked to give the number before/after.

## FOLLOW THE LEADER

### DOMINOES

Number is written on the board. Children are given a domino and are asked to place theirs on a chart - smaller (less) than/larger (more) than/equal to.

## BUZZ OFF

Counting by ones, twos, fives, tens (on and off the decade / forwards and backwards)

Two Card Turnover (Deck of cards, 1-100 number chart, counters)

Turn over two cards from a deck of cards, i.e. 4 and 6. Ask the students to make a two digit number from them and say it aloud. They can then put a counter on a 1-100 chart. The aim is to be the first person to have 3 counters in a row (in any direction).