

## ACTIVE COUNT

A number is nominated during aerobics activities and each exercise must be completed that many times. That is, if the number is 10, each student must complete 10 star jumps, 10 knee bends, 10 toe touches, etc.

## BUBBLES

Call out a number and have the students form groups of that number and sit as a group. Any students left standing nominate the next number.

## BEACH BALL MATHS 2

To prepare for the game, blow up a large beach ball. Then, all over the ball, write various numbers, perhaps from 1 to 100. To play, have the students sit at their desks, then throw the ball to one student. When he catches it, he must read off the two numbers that his thumbs cover or are closest to and say the answer out loud. He then throws it to another student. For competition, divide the class into two teams, and have the students throw back and forth between the teams. While this game is relatively simple, it will get kids excited about doing math and keep their attention while you play.

## NUMBER LINE DRAW

Using shuffled numeral cards, students will choose a card, say the number word for the numeral they have chosen, then place the card on the number line. The number line can be a clothesline, and clothespins can be used to attach the numeral cards, or the clothesline can be laid on the floor with the numeral cards placed on or under the number line in the appropriate place. There are many possibilities! Any range of numbers can be used depending on student need. If "teen" numbers or any larger numbers are being used, numeral cards can be made by the teacher by using note cards or blank numeral cards.

**Differentiation/Variations** Depending on student need, the range of numeral cards can vary quite a bit, including one digit numerals, teen numerals, all the way up to very large whole numbers. Decimals and fractions could also be used for older students. Placing the numeral cards in sequence on the number line allows students to see the relationship of the numbers as they complete the number line.

## HUNDREDS COUNT

Oral counting using the hundred chart.

## BODY PART MULTIPLES

Count the total number of body parts in the class by the appropriate number of multiples. For example, count the number of heads by ones, the number of feet by twos.

## SWAT THAT FLY

Place a variety of numeral cards on the blank flies. Give 2 students a fly swat each. Ask them to find the fly with a particular number to swat quickly.

Ask

What's the fly with number 9?

What's the fly with number 16?

What's the next number after

11?" "What's the next number

after 15? "What's the number

before 18?" "What's the

number before 14?"

## MULTIPLES OF THREE

Lead the class in counting to reinforce multiples of three. On the first number in the sequence, instruct the students to touch their heads and think of the number, that is, not verbalise the number. Repeat the process for the second number in the sequence. On the third number in the sequence, ask the students to touch their knees and say the number out loud.

## FIND A FRIEND

Children are given a numeral card and are asked to find another child with the same number or a number that when added together is less than 20/larger than 20.

## MATCH THE NUMERAL CARD

Numeral cards are placed in the centre of a circle. Roll a dice and find the corresponding numeral. (Roll 2 dice and add).

## CALENDAR

Find today's date

✚ How many days have we had in April so far?

✚ How many more days to go?

✚ How many days until 20<sup>th</sup>?

What date is before/after 10<sup>th</sup>? Make links between numerals and ordinals.

## SEE THE NUMBER AND MOVE

Teacher holds up a numeral card and suggests a movement - children match movements to numeral (5 claps, starjumps, ball bounces, stamps)

## Digits and Dice (Deck of cards)

Roll 3 10 sided dice. Ask the student to make as many 3 digit numbers as possible and read them aloud.

## Dot Patterns / Tens frame

1. Teacher flashes dot patterns/tens frame - children call out number/clap number. How many more to make 10?
2. Teacher flashes 2 dot patterns - children work out total.
3. Children sit in a circle and cards with dot patterns and numerals are placed face down in the centre. Play memory to match the cards. Base ten cards and number words can also be used.
4. Dot pattern is flashed and children have to reconstruct pattern with

## NUMBER BINS

The class is divided into teams and the blackboard has 2 large bins drawn at child height. A different number is placed above each bin and the team has to represent the number in as many different ways as possible - number sentence, dot pattern, visual representation.

counters.

## Musical Number Plates (Numbered paper plates)

Have numbers written on paper plates and have the plates face down on the floor in a circle. When the music stops, students pick up a plate and they say the number before and after it.



Write and Cross Extension  
(1-100 chart, ten sided  
dice)

Use two 10 sided dice and ask the student to make a 2 digit number. These numbers can then be recorded on a 1-100 chart. The first person to get three numbers in a row crossed off is the winner.

Number War (Deck of  
cards)

A deck of cards is divided evenly amongst the players. Each player turns over two cards (the first being the tens and the second being the ones). All players call their number out, and the person with the largest number keeps all the cards. If there is a tie, both players then turn over a third card and use this to make a three-digit number. The person with the highest numbers keeps the cards. The winner is the person with the

## Take a Quick Look

(cubes or counters, cloth or large piece of paper, dominoes and dice)

Put out counters on the table in a familiar dice pattern, uncover the pattern for a short time and ask the student to identify how many counters there are. As the student gets quicker at recognizing the patterns, increase the amount of counters. Using dominoes ask the student to show you the patterns they now know.

most cards at the end of the game.

## How many fingers?

Have two students face each other, then clap their hands three times before holding up between five and ten fingers. Have them show all the fingers on one hand and some extra fingers on the second hand. Together, students say how many fingers are held up together.

## BUNNY EARS

"Hold your hands up and quickly form finger patterns representing numbers. You may flash a finger pattern for a single-digit number or make a two-digit number by flashing ten fingers as many times as necessary, followed by a pattern representing a single digit." The students silently add the numbers and call out the answer.