

MATH CARDS (LEVEL 0 AND 1)

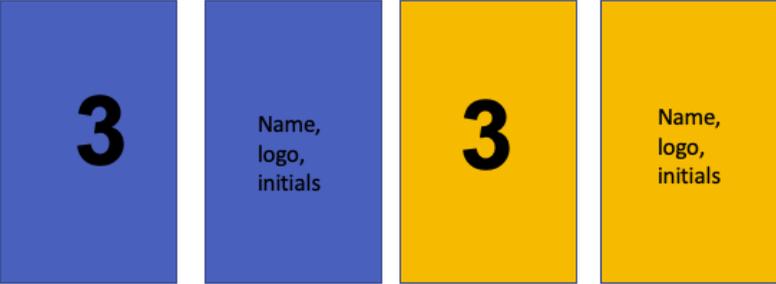
Ages 4 to 5 (Level 0)

Description:	Learners will make cards to play multiple games gaining a deeper sense of numbers, greater – lesser, addition – subtraction, sequences and patterns
Leading question:	Can you make your own card games?
Age group:	4 – 5 years
Subjects:	Mathematics, art, and design
Total time required:	~4 hours over 3 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Pens, Scissors and Colors

Learning outcomes	<ul style="list-style-type: none"> - Deeper understanding of the relation between number and quantity - Performing and applying the basic arithmetical functions (addition, and subtraction) - Practice of game behavior including taking turns, rules, and goals - Enhance algebraic thinking through the generation of number patterns - Reason abstractly and quantitatively - Identify whether the number of objects in one group is greater than or less than to the number of objects in another group. - Develop their recognition of patterns in the number system (for example, sequences)
Required previous learning	<ul style="list-style-type: none"> - Writing numbers (1-20) - Understanding addition as putting together and adding to
Inspiration	Traditional games of snap, sequence, and memory

Topics/concepts covered, and skills developed (or reinforced)
<ul style="list-style-type: none"> ● Numbers 1-20 ● The alphabet ● Arithmetic functions (addition and subtraction) ● Greater than and less than ● Sequences ● Art and design

Day	Time	Activity
1	30 minutes	<p>Learners will begin designing their own games, including playing cards, and designing rules sheets for those games.</p> <p>Ask the learner:</p> <ul style="list-style-type: none"> - Have you ever played a card game before? - If yes, what are some of the things you have observed before that you will need to think through as you design your own card game? (Possible answers: Counting, Cards, color, rules of the game, etc.) <p>Invite learners to make their own playing cards;</p> <ul style="list-style-type: none"> - they will draw rectangular cards that are approximately the size of their palm (or any other shape of their own choice). - If they do not have a ruler to draw the lines, they can use any box cover or book to draw the lines. - The shorter side can be the length of their thumb, and the longer side the length of their palm . Learners will cut out 40 such cards (if learners can't count to 40, let them do two groups of 20). <p>Learners will color each of the cards in one of 4 colors – they can choose any colors of their choice or do them in red, yellow, green, and blue.</p> <p>Ask the learners: If we have 10 cards in yellow and want to have an equal number of cards in each color – how many cards will we have in blue? Green? Red? Or other colors?</p> <p>Tip - “Math Talk”: discuss with the learners possible ways of getting to this answer. The key here is to engage in discussion, not a rapid fire answer. Give learners enough time to work out the problem on their own. You can use prompts such as “How could you sort this?”, “How could you sort this differently?” or “I wonder what would happen if you put ____ and ____ together”</p> <p>They will write the numbers 1 – 20 on each of the cards in bold letters in the middle of each of the cards. Learners will make 2 cards with each of the numbers and make sure that no two numbers are on the same color card e.g., if there is a 3 in the yellow card, the other 3 should be on a blue card etc.</p>
	15 minutes	<p>Learners will design the other side of the card with a logo, name or initial.</p>

	15 minutes	<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 5px;">Front</div> <div style="border: 1px solid black; padding: 5px;">Back</div> <div style="border: 1px solid black; padding: 5px;">Front</div> <div style="border: 1px solid black; padding: 5px;">Back</div> </div>  <p>Game 1: Snap</p> <p>Goal: Winning all the cards by quickly identifying matching cards</p> <p>Rules:</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and divide the cards equally between all the players - Step 2: Each player opens a card from the deck each turn, and this is laid open on the table - Step 3: If the two cards have matching numbers, then the players will say “snap”, the first person to say snap will take all the open cards underneath - If two cards of the same color are opened the players can say snap, and take the two matching color cards - Learners get a point for each card they receive. - If there are no matching cards through the entire play, the game will be discarded and restarted - The player with the most cards at the end will win the game <p>Learners will play the game and write the score on a points sheet like the one below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Player Name/Initials</th> <th style="width: 50%;">Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Faith</td> <td style="text-align: center;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Game 2: Memory Match</p>	Player Name/Initials	Number of points	Ali	3	Faith	5				
Player Name/Initials	Number of points											
Ali	3											
Faith	5											

	15 minutes	<p>Learners will first play a memory game – in this game they will mix up all the cards and face the number side down.</p> <p>Goal: Get as many points as possible by remembering and opening the correct matching card numbers.</p> <p>Rules:</p> <p>Step 1: Ask the learner to arrange the shuffled cards in 5 rows of 8 cards each or arrange the shuffled cards in 8 rows of 5 cards each.</p> <p>Step 2: Player 1 opens one card,</p> <p>Step 3: Player 1 opens another card.</p> <p>Step 4: Ask learners to think about how they reward points to players for remembering and opening the correct matching card numbers. For example,</p> <ul style="list-style-type: none"> - If the 2 cards are the same matching number, they can take the cards out of the rows and they get 2 points in their column - If the 2 cards have a matching color but not a matching number, they get 1 point in their column and can close the cards putting them back in the same place in the arrangement - If the 2 cards are not the matching number or color, they get no points and just close the cards in the arrangement <p>Step 5: Player 2 opens one card,</p> <p>Step 6: Player 2 opens another card</p> <p>Learners will add the number of points in both columns and whoever has more points is the winner of the game. Learners can use a score sheet like the one below:</p> <table border="1" data-bbox="500 1257 1412 1501"> <thead> <tr> <th>Player's name/Initials</th> <th>Number of points</th> <th>Opponent's name/initials</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>2</td> <td>Dad</td> <td>3</td> </tr> <tr> <td>Faith</td> <td>5</td> <td>Mum</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Reflection: Parents/family members will work with the learners to reflect on the day's activities. Thinking about the activities from the card games played today, can you tell us:</p> <ul style="list-style-type: none"> - Three things you have learned from all the today's games - Two things you found interesting - One thing that you still have a question about 	Player's name/Initials	Number of points	Opponent's name/initials	Number of points	Ali	2	Dad	3	Faith	5	Mum	3								
Player's name/Initials	Number of points	Opponent's name/initials	Number of points																			
Ali	2	Dad	3																			
Faith	5	Mum	3																			

2	20 minutes	<p>Learners will design two new games to understand the concept of greater and smaller than numbers</p> <p>Game 3: Greater Alligator</p> <p>Goal: Getting the most points after 5 rounds by having the highest card (a card with the highest number) - (a variation of the same game can be played for the winner being the one with the smallest card)</p> <p>Rules:</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 2 cards per player - Step 2: Ask learners to think about how they reward points to players for having the highest number card. For example, each player will play their highest card and the person with the highest card has won e.g., Player 1 has 3, 12 and Player 2 has 4, 8, and Player 3 has 9, 20 then player 3 is the winner for having the card 20. The winner of each round gets 2 points, and the final winner is the one that has the most points at the end of 5 rounds - Ask learners to think about how they reward points to two players for having the same highest number card for example, if two players have the same high card, they both get to play their next highest card and whoever's second card is the highest will win <p>Learners will play the game and write the score on a points sheet. Learners can use a score sheet like the one below:</p> <table border="1" data-bbox="500 1255 1008 1501"> <thead> <tr> <th>Player Name/Initials</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>3</td> </tr> <tr> <td>Faith</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Learners will also write the numbers using the greater than sign for each of the rounds for the 3 cards played e.g., 20 greater than 12 greater than 8</p> <p>Game 4: Larger Numbers</p> <p>Goal: Getting the most points after 5 rounds by having the largest sum in their cards</p>	Player Name/Initials	Number of points	Ali	3	Faith	5				
Player Name/Initials	Number of points											
Ali	3											
Faith	5											
	20 minutes											

	15 minutes	<p>Rules:</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards per player - Step 2: Each player will add the numbers dealt with their cards - Step 3: Ask learners to think about how they reward points to players for having the largest sum in their cards. For example, Players will each say the total number and the highest number will win. Example: Player 1 has 4, 11, 16 and Player 2 has 16, 9, 2 – so Player 1’s total is 31 and Player 2’s total is 27 so Player 1 wins the game. The winner of each round gets 2 points, and the final winner is the one that has the most points at the end of 5 rounds - Ask learners to think about how they reward points to two players for having the same largest sum of cards for example, if two players have the same largest sum for their cards, they will each pick up one more card from the deck and add that to the sum and whoever has the highest total will win <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it. Learners can use a score sheet like the one below:</p> <table border="1" data-bbox="500 972 1008 1213"> <thead> <tr> <th>Player Name/Initials</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>3</td> </tr> <tr> <td>Faith</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Learners will also write the 3 sums for each of the rounds for the 3 cards played on a sheet of paper e.g.</p> <ul style="list-style-type: none"> - Player 1: $4 + 11 + 16 = 31$ - Player 2: $16 + 9 + 2 = 27$ - Final: 31 is greater than 27 so player 1 is the winner. <p>Reflection: Parents/family members will work with the learners to reflect on the day’s activities. Thinking about the activities from the card games played today, can you tell us:</p> <ul style="list-style-type: none"> - Three things you have learned from all the today’s activities - Two things you found interesting - One thing that you still have a question about 	Player Name/Initials	Number of points	Ali	3	Faith	5				
Player Name/Initials	Number of points											
Ali	3											
Faith	5											

3	20 minutes	<p>Learners will continue to explore subtraction and sequences</p> <p>Game 5: Closest Number</p> <p>Goal: Getting the most points after 3 to 5 rounds by having the total number closest to the open card (a variation of the same game can be played for the winner being the one with the further number)</p> <p>Rules:</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards per player - Step 2: Each player will add the numbers on the cards that were dealt to them e.g., if Player 1 gets 4, 11, 16 (4+11+16=31) with their cards - Step 3: Pick a random card from the deck and lay deck lay this card open on the table, whichever player has a number that is closest to the opened number wins the game. <p>Ask learners to think about how they reward points to players for having the total number closest to the open card. For example, Player 1's total is 31 and Player 2's total is 27 – if the card opened if 17 then Player 2 wins. The winner of each round gets 2 points, and the final winner is the one that has the most points at the end of 5 rounds</p> <p>Also ask learners to think about how they reward points to two players for having the same total number closest to the open card. For example, if two players have the same high number, they will each pick up one more card from the deck and add that to the sum and whoever has the highest total will win</p> <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it. Learners can use a score sheet like the one below:</p> <table border="1" data-bbox="500 1434 1130 1644"> <thead> <tr> <th>Player name/Initials</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>3</td> </tr> <tr> <td>Faith</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Learners will also write the 4 sums for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $4 + 11 + 16 = 31$ - Player 2: $16 + 9 + 2 = 27$ 	Player name/Initials	Number of points	Ali	3	Faith	5				
Player name/Initials	Number of points											
Ali	3											
Faith	5											

	20 minutes	<ul style="list-style-type: none"> - Comparison: $27 - 17 = 10$ and $31 - 17 = 14$ - Final: 14 is greater than 10 so 10 is the winner since it is closer <p>Game 6: Sequence - Numbers</p> <p>Goal: Getting the most points after 5 rounds by making sequences of numbers</p> <p>Rules:</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards to each player and keep the others as a closed deck - Step 2: Players will each have a turn where they get to either pick up a card either from the deck or the discarded pile and they also discard a card - The player who is the first to get a sequence of 3 numbers that follow each other will win the game e.g., 1, 2, 3 or 11, 12, 13 <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it. Learners can use a score sheet like the one below:</p> <table border="1" data-bbox="500 1045 1008 1287"> <thead> <tr> <th>Player name/Initials</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>3</td> </tr> <tr> <td>Faith</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Learners will also write the entire numerical sequence of the different sequences formed as they play the game.</p> <p>Reflection: Parents/family members will work with the learners to reflect on the day's activities. Thinking about the activities from the card games played today, can you tell us:</p> <ul style="list-style-type: none"> - Three things you have learned from all the today's activities - Two things you found interesting - One thing you would like to hear more or learn more about 	Player name/Initials	Number of points	Ali	3	Faith	5				
Player name/Initials	Number of points											
Ali	3											
Faith	5											
Assessment Criteria	15 minutes	<ul style="list-style-type: none"> - Clarity of the numbers and alphabet cards made 										

	<ul style="list-style-type: none">- Grasp of the rules of the game- Ability to play the games and apply the functions of memory, greater / smaller than, proximity, addition-subtraction, and sequences
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Ages 4 to 7 (Level 1)

Description:	Learners will make cards to play multiple games gaining a deeper sense of numbers, greater – lesser, addition – subtraction, sequences and patterns
Leading question:	Can you make your own card games?
Age group:	4 – 7 years
Subjects:	Math and Art
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium
Resources required:	Paper, Pens, Scissors and Colors

Day	Time	Activity and Description
1	30 minutes	<p>Learners will design their games including the playing cards and rules sheets. Please explain to learners that all games have their own rules that have to be followed</p> <p>Learners will make their own cards, they will draw rectangular cards that are approximately the size of their palm. If they do not have a ruler, they can use any box cover or book to draw the lines and measure it based on the length of their index finger. The shorter side can be length of their thumb.</p> <p>Learners will cut out 40 such cards. Learners will color each of the papers in one of 4 colors – they can chose any colors of their choice or do them in red, yellow, green and blue.</p> <p>Older learners can calculate: If we have 40 cards and 4 colors and want an equal number of cards in each colors – how many cards will be in each color? (Hint: $40 / 4 = 10$)</p> <p>Younger learners can calculate: If we have 10 cards in yellow and an equal number of cards in each color – how many cards will we have in blue?</p> <p>They will write the numbers 1 – 20 on each of the cards in bold letters in the middle of each of the cards. Learners will make 2 cards with each of the numbers and make sure that no two numbers are on the same color card e.g. if there is a 3 in the yellow card, the other 3 should be on a blue card etc. Learners will design the other side of the card with a logo, name or initial.</p>
	15 minutes	<p>Game 1: Snap</p> <p>Goal: Winning all the cards by quickly identifying matching cards</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and divide the cards equally between all the players - Step 2: Each player opens a card from the deck each turn and this is laid open on the table

	<p>15 minutes</p>	<ul style="list-style-type: none"> - Step 3: If the two cards have matching numbers the players will say snap, the first person to say snap will take all the open cards underneath - If two cards of the same color are opened the players can say snap, and take the two matching color cards - If there are no matching cards through the entire play, the game will be discarded and restarted - The player with the most cards at the end will win the game <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Game 2: Memory Match</p> <p>Learners will first play a memory game – in this game they will mix up all the cards and face the number side down.</p> <p>Older learners can calculate how many rows they want to arrange the cards in</p> <ul style="list-style-type: none"> - If you have a total of 40 cards and there are 20 cards in each row, how many rows will you have? Answer: $40 / 20 = 2$. - If you have a total of 40 cards and there are 10 cards in each row, how many rows will you have? Answer: $40 / 10 = 4$. - If you have a total of 40 cards and there are 8 cards in each row, how many rows will you have? Answer: $40 / 8 = 5$ - If you have a total of 40 cards and there are 5 cards in each row, how many rows will you have? Answer: $40 / 5 = 8$ - If you have a total of 40 cards and there are 2 cards in each row, how many rows will you have? Answer: $40 / 2 = 20$ <p>For younger learners, they can try two different set ups, the first time they will arrange the shuffled cards in 5 rows of 8 cards each and the second time they will arrange the shuffled cards in 8 rows of 5 cards each.</p> <p>Learners will make a points' sheet, with two columns. The first column they will write their initials or full name and the second column they will write the initials or full name of whoever they are playing against (e.g. their parent).</p> <p>Goal: Get as many points as possible by remembering and opening the correct matching card numbers.</p> <p>Rules: (Older learners can make a rules sheet)</p> <p>Step 1: Player 1 opens one card,</p> <p>Step 2: Player 1 opens another card.</p> <p>Step 3:</p> <ul style="list-style-type: none"> - If the 2 cards are the same matching number they can take the cards out of the rows and they get 2 points in their column - If the 2 cards have a matching color but not a matching number, they get 1 point in their column and can close the cards putting them back in the same place in the arrangement
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		<ul style="list-style-type: none"> - If the 2 cards are not the matching number or color, they get no points and just close the cards in the arrangement <p>Step 4: Player 2 opens one card, Step 5: Player 2 opens another card</p> <p>Learners will add the number of points in both columns and whoever has more points is the winner of the game</p>
2	<p>20 minutes</p> <p>20 minutes</p>	<p>Learners will design two new games to understand the concept of greater and smaller than numbers</p> <p>Game 3: Greater Alligator Goal: Getting the most points after 5 rounds by having the highest card (a card with the highest number) - (a variation of the same game can be played for the winner being the one with the smallest card) Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 2 cards per player - Step 2: Each player will play their highest card and the person with the highest card has won e.g. Player 1 has 3, 12 and Player 2 has 4, 8, and Player 3 has 9, 20 then player 3 is the winner for having the card 20 - If two players have the same high card, they both get to play their next highest card and whoever's second card is the highest will win - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the numbers using the greater than sign for each of the rounds for the 3 cards played e.g. 20 greater than 12 greater than 8</p> <p>Game 4: Larger Numbers Goal: Getting the most points after 5 rounds by having the largest sum in their cards Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards per player - Step 2: Each player will add the numbers dealt with their cards - Step 3: Players will each say the total number and the highest number will win - If two players have the same high number, they will each pick up one more card from the deck and add that to the sum and whoever has the highest total will win - Example: Player 1 has 4, 11, 16 and Player 2 has 16, 9, 2 – so Player 1's total is 31 and Player 2's total is 27 so Player 1 wins the game - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds

	20 minutes	<p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 3 sums for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $4 + 11 + 16 = 31$ - Player 2: $16 + 9 + 2 = 27$ - Final: 31 is greater than 27 <p>Game 5: Closest Number</p> <p>Goal: Getting the most points after 3 to 5 rounds by having the total number closest to the open card (a variation of the same game can be played for the winner being the one with the further number)</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards per player - Step 2: Each player will add the numbers on the cards that were dealt to them e.g. if Player 1 gets 4, 11, 16 ($4+11+16=31$) with their cards - Step 3: Pick a random card from the deck lay this card open on the table, whichever player has a number that is closest to the opened number wins the game - If two players have the same high number, they will each pick up one more card from the deck and add that to the sum and whoever has the highest total will win - Example: Player 1's total is 31 and Player 2's total is 27 – if the card opened is 17 then Player 2 wins - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 4 sums for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $4 + 11 + 16 = 31$ - Player 2: $16 + 9 + 2 = 27$ - Comparison: $27 - 17 = 10$ and $31 - 17 = 14$ - Final: 14 is greater than 10 so 10 is the winner since it is closer
3	20 minutes	<p>Learners will continue to explore subtraction and sequences</p> <p>Game 6: Smaller Numbers</p> <p>Goal: Getting the most points after 5 rounds by having the largest sum in their cards</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 2 (for younger learners) or 3 (for older learners) cards per player - Step 2: Each player will subtract the numbers written on the cards they were dealt e.g. younger players will minus card 1 from card 2 and older players will minus card 1 from card 2 from card 3

	<p>20 minutes</p>	<ul style="list-style-type: none"> - Step 3: Players will each say the total number and the highest number will win - If two players have the same high number, they will each pick up one more card from the deck and subtract that to the sum and whoever has the highest total will win - Example: Player 1 has 4, 11, 16 and Player 2 has 16, 9, 2 – so Player 1’s total is $16 - 11 - 4 = 1$ and Player 2’s total is $16 - 9 - 2 = 5$ so Player 2 wins the game - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 3 mathematical function for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $16 - 11 - 4 = 1$ - Player 2: $16 - 9 - 2 = 5$ - Final: 5 is greater than 1 <p>Game 7: Getting Close</p> <p>Goal: Getting the most points after 5 rounds by having the total number closest to the open card (a variation of the same game can be played for the winner being the one with the further number)</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards per player - Step 2: Each player will subtract the numbers written on the cards they were dealt - Step 3: Pick a random card from the deck and open this, whichever player has a number that is closest to the opened number wins the game - If two players have the same answer, they will each pick up one more card from the deck and subtract and whoever has the closest number will win - Example: Player 1 has 4, 11, 16 and Player 2 has 16, 9, 2 – so Player 1’s total is $16 - 11 - 4 = 1$ and Player 2’s total is $16 - 9 - 2 = 5$ so if the card 12 is opened - Player 2 wins the game - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 4 mathematical function for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $16 - 11 - 4 = 1$ - Player 2: $16 - 9 - 2 = 5$ - Comparison: $12 - 1 = 11$ and $12 - 5 = 7$
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	20 minutes	<ul style="list-style-type: none"> - Final: 11 is greater than 7 so 7 is the winner since it is closer <p>Game 8: Sequence Goal: Getting the most points after 5 rounds by making sequences of numbers Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards to each player and keep the others as a closed deck - Step 2: Players will each have a turn where they get to either pick up a card either from the deck or the discarded pile and they also discard a card - The player who is the first to get a sequence will win the game e.g. 1, 2, 3 or 11, 12, 13 - Variation: For older learners an extension can be to design a pattern of your choice e.g. odd-even numbers (2, 8, 14 or 3, 11, 15); a pattern of the 2, 3, 4, 5 times multiplication table (2, 4, 6 or 4, 8, 12 or 10, 15, 20); a pattern that has a difference of 6 between the numbers (2, 8, 14) etc. <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the entire numerical sequence and / or the pattern that they decided</p>
4	20 minutes	<p>Learners will explore the multiplication, division operations and explore patterns of their own choice</p> <p>Game 9: Multiply Quick Goal: Getting the most points after 5 rounds by having the largest total number after multiplying the number Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards from 1 - 10 and deal 2 or 3 cards per player (only deal 2 cards for younger learners) - Step 2: Each player will multiply the numbers dealt with their cards - Step 3: Player will call out the number they have quickly and the player with the highest number will win - If two players have the same answer, they will each pick up one more card from the deck and multiply that too - Example: Player 1 has 4 and 2 and Player 2 has 6 and 3 – so Player 1’s total is $4 \times 2 = 8$ and Player 2’s total is $6 \times 3 = 18$ so Player 2 wins the game since 18 is greater than 8 - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 3 mathematical function for each of the rounds for the 3 cards played e.g.</p>

	<p>20 minutes</p>	<ul style="list-style-type: none"> - Player 1: $4 \times 2 = 8$ - Player 2: $6 \times 3 = 18$ - Final: 18 is greater than 8 <p>Extension: Game 10: Full Division</p> <p>Goal: Getting the most points after 5 rounds by finding perfectly divisible numbers</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards of the numbers from 1 - 10 and deal 1 card per player - Step 2: Keep the deck of cards of the numbers from 10 – 20 and open one card from this deck - Step 3: Players will check if the number from the deck can be divided by the card the player has to give a whole number (i.e. not a decimal / fraction) then the player gets 2 points. If both players have the right card, they both get 2 points. - If neither of the players has such a card, the players will discard the card and play again - Example: Number opened is 14, Player 1 has the card 7 and Player 2 has the card 3 so $14 / 7 = 2$ and $14 / 3 = 4.66$, so player 1 gets 2 points - The winner of each round gets 2 points and the final winner is the one that has the most points at the end of 5 rounds <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p> <p>Learners will also write the 2 mathematical function for each of the rounds for the 3 cards played e.g.</p> <ul style="list-style-type: none"> - Player 1: $14 / 7 = 2$ - Player 2: $14 / 3 = 4.66$
	<p>20 minutes</p>	<p>Game 11: Patterns</p> <p>Goal: Getting the most points after 5 rounds by making patterns with the numbers</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Shuffle the cards and deal 3 cards to each player and keep the others as a closed deck - Step 2: Players will each have a turn where they get to either pick up a card either from the deck or the discarded pile and they also discard a card - The player who is the first to get a pattern will win the game, the design pattern is the learners choice e.g. odd-even numbers (2, 8, 14 or 3, 11, 15); a pattern of the 2, 3, 4, 5 times multiplication table (2, 4, 6 or 4, 8, 12 or 10, 15, 20); a pattern that has a difference of 6 between the numbers (2, 8, 14) etc. <p>Learners will play the game and write the score on a points sheet which has a column for each of the players with their initials / full name on it</p>

		Learners will also write the pattern that they decided
5	20 minutes	Learners will play a literacy game to expand their vocabulary and help with their spelling, they will then design a game of their own choice
	20 minutes	Literacy Extension: Learners can make additional cards for each of the alphabets or for each diagraphs (sh, wh, th, ph) or for some consonant-vowel-consonant endings (ad, an, am, at, in, en etc.)
	20 minutes	<p>Game 12: Fastest Words</p> <p>Goal: Getting the most points after 5 rounds for whichever player can make the most number of words with the chosen card in 30 seconds</p> <p>Rules: (Older learners should write down their own rules sheet)</p> <ul style="list-style-type: none"> - Step 1: Keep a closed deck of the alphabet, diagraph and CVC word ending sounds suggested cards in the appendix - Step 2: Learners will pick a card and they will have 30 seconds to name the most number of words with that letter / diagraph / CVC word ending. Example: If the letter J is picked up, player 1 can say words like: Juice, Just, Jump, Jelly etc. if the diagraph "Ph" is picked up by player 1 they can say: Phone, Phonics, Photo etc. if the CVC word ending "an" is picked up by Player 1 they can say words like: Can, Man, Ran, Fan, Pan etc. - Step 3: Players get a point for each of the words said and add the points at the end of the game and the player with the most points would win <p>Learners will play the game and write the score on a points' sheet which has a column for each of the players with their initials / full name on it. Players will get 1 point for each word. After each turn the learners will write the number of points on the points sheet</p> <p>After each turn older learners can write the words said</p> <p>Learners will add the total points per player at the end of each of the turns of play and the one who has the maximum number is the winner</p>
	20 minutes	Learners will now design their own cards game using the number or letter cards – they get a chance to give their game a name, a goal and make up their own rules. Learners will then play the game with their family and the family players can chose which of the games they liked the most
Assessment Criteria:		<ul style="list-style-type: none"> - Clarity of the numbers and alphabet cards made - Grasp of the rules of the game - Ability to play the games and apply the functions of memory, greater / smaller than, proximity, addition-subtraction-multiplication-division and patterns

Learning outcomes:	- Deeper number sense and ability to understand the numbers from 1 – 20 in sequence
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	<ul style="list-style-type: none"> - Understanding and applying the basic arithmetical functions - Following game behavior including taking turns, rules and goals
Required previous learning:	Writing numbers and doing addition / subtraction functions
Inspiration:	Traditional games of snap, sequence and memory
Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can deal additional cards for all the games - Learners can create the deck up to the number 50 to make the numbers more challenging - Learners can develop more games with patterns
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> - Learners can develop a deck of cards only for the numbers from 1 – 10 to simplify the game - Learners not familiar with multiplication and division functions can omit the day 4 games. - Learners can choose only 2 cards for the addition and subtraction functions

APPENDIX

Language game cards:

- Cards for the alphabet letters: A, B, R, D, H, M, N, P, S, T, V, C, E, F, L
- Cards for the CVCV words: At (e.g. Cat), Ag (e.g. Bag), Ap (e.g. Nap), En (e.g. Men), Et (e.g. Get), It (e.g. Fit), Op (e.g. Top), On (e.g. Con), Ug (e.g. Rug), Un (e.g. Fun)
- Cards for the digraphs: Ph (e.g. Phone) Wh (e.g. What), Th (e.g. This), Sh (e.g. Show), Ch (e.g. Chat)