



**Teaching Games
A Kit for All Grades**

Teaching Games

It is important to remember that **TEACHING** students how to play a game is essential if you expect the children to be able to play the game on their own. Teaching a game takes much more than simply standing up and telling students how to play.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to clean-up.

Note: Sometimes it is helpful to have these things written on a chart or on a directions sheet that students may refer to when learning to play the game. If you have the directions written, then instead of simply “telling” the students, have them help explain the game by reading the directions for the class.

Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a “for example”
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Note: Nothing is more important for students than being able to see the challenging parts of the game demonstrated. You can do this by bringing one student or a team of students up in front of the room and demonstrating the challenging part of the game with them acting as spokespeople for the entire group. Have these students ask questions about the game and share insights that they have while playing the game.

Step 3: Model

- Ask for 2-3 student volunteers to play a “teaching game” so the remainder of the class can see the game played from beginning to end.

- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Note: If the game is particularly challenging, or if there is one part that all of the "volunteers" have struggled with, review the game with a third set of volunteers, or do a "Stop Action" and repeat that segment of the game.

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Here are some math games that you can practice with.

Ninety Nine

Materials: Deck of Cards (all cards including jokers)

Players: 2-4

Purpose of the game: Practice mental math in adding and subtracting, and game strategies. **Total value of pile can never exceed "99".**

Content Standard 1 Mathematical Reasoning 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

Directions:

Each card counts for its face value except:

- 9's simply allow the player to pass, they are neither added to or subtracted from the total.
- 10's are a - 10, requiring the player to subtract 10 from the total.
- the joker is "99" (you can play after the joker if you have a 9, a 10, or another joker)
- Aces count as 1 and all face cards are 10.

1. Each player is dealt 3 cards.
2. The first player plays a card and states the value of the card.
3. First player draws a card, keeping his/her hand at 3 cards.
4. The second player plays a card and states the value of the two cards added together (unless the second player plays a 9, a 10 or a joker). Second player draws a card, keeping his/her hand at 3 cards.
5. For example, if player 1 plays a 7, he/she would say 7. Draws a card. If the second player plays an 8, he/she would say 15. Draws a card. If a third player plays a ten, he/she would say 5, and so on. Draws a card.
6. The player to reach 99 with NO OTHER PLAYER being able to play a card, wins. Remember, after the pile reaches 99, players can still play a 9, 10 or joker.

BLAST OFF!

Materials: Five 6-sided dice

Players: 2-4

Purpose of the game: Practice mental math in adding, subtracting, multiplying and dividing to find a particular number to practice game strategies.

Content Standard 2.0 Students solve problems using addition, subtraction, multiplication, and division.

Directions:

1. You will need to make a chart with the numbers from 1-50 listed on it and five 6-sided dice. (If you are working with 1st graders, 1-20 is the list of numbers, 2nd graders may be more comfortable 1-30)
2. Each student will need tokens to place on the number he/she claims. For tokens, give each student a small piece of different colored construction paper, usually the scraps, and they tear off a small piece when they need to mark the number. This way you do not have to keep track of small pieces.
3. First player rolls all five dice. With the numbers showing, student creates a number sentence using the operations that he or she understands. For example, if the student knows how to add and subtract only, that is the math he/she will use. If the student is older and understands the use of parenthesis and the order of operations, then he/she will use that math as well. As a simple example, if I rolled a 1, 4, 3, 6, 2, I could say $3 + 6 = 9 - 2 = 7 - 4 = 3 + 1 = 4$ and then cover the 4. I have used ALL 5 numbers in my number sentence. By the same token I could make this number sentence: $3 - 2 = 1 + 6 = 7 - 4 = 3 - 1 = 2$ and cover the 2.
4. The object is to make a number that is not already covered.
5. When player can not make a number, he/she misses the turn and it moves to the next player. When all numbers are covered, play is over.

Modification: With older students have them select 5-6 numbers randomly between 1-100 and those can become the target numbers. In the

beginning, you want many of the equations to work to promote interest, but as math skill progresses, there can be a greater challenge.

Target

Materials: Deck of playing cards with jacks, queens, and kings removed. Aces equal 1.

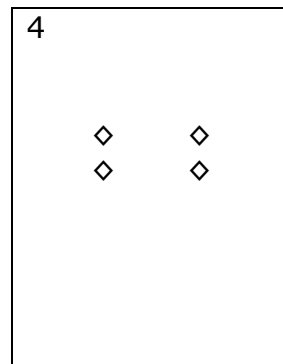
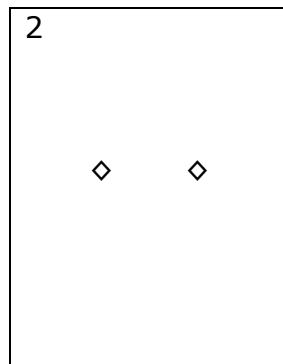
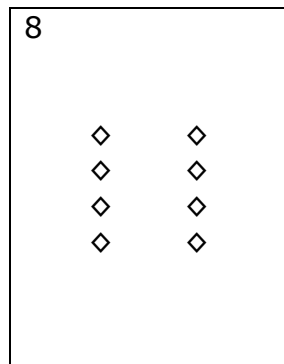
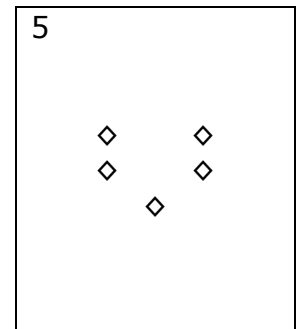
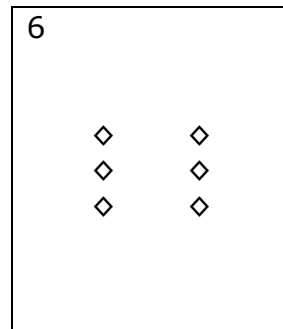
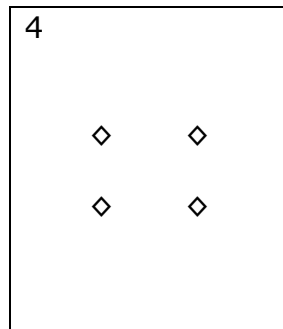
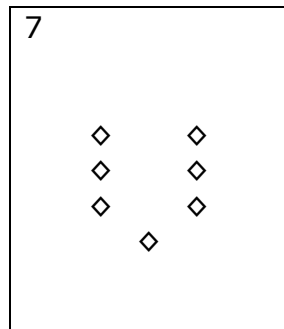
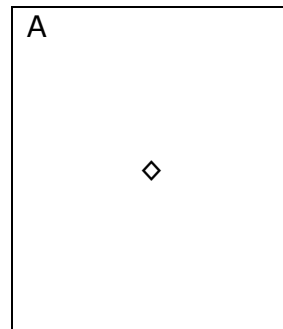
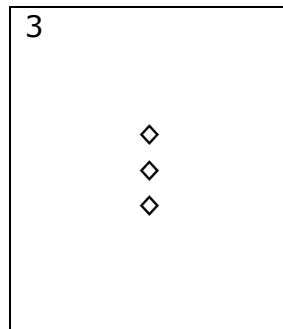
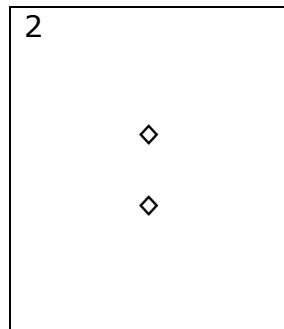
Players: 2-4 players

Content Standard 2.0 Students solve problems using addition, subtraction, multiplication, and division.

Directions:

1. To play the game place 9 cards face up in a tic-tac-toe-like grid.
2. Turn a 10th card face up and place to the right of the grid. This 10th card becomes the TARGET. This number will not change throughout the game.
3. Player(s) may use addition, subtraction, multiplication, and division to combine the cards to equal the TARGET card.
4. When cards are "used" to make the target, they are replaced by the remaining cards in the deck.
5. The goal is to remove as many of the cards as possible.
6. At the end of each round (when the player cannot longer make any equations to equal the target) score is calculated by counting the number of cards that are left.
7. If several teams are playing, the winning team would be the team with the lowest score.
8. Encourage students to work to "clear" the Tic Tac Toe in one move, using all of the cards in some configuration to = the target number.

Sample of Target game board set-up





For more information, contact
Consult 4 Kids at
www.consultfourkids.com