

# Math Games at home

These activities can also be done verbally or with numbers on cards or 10 sided dice.

These are great to do in the car while driving, while you are preparing dinner or anytime you have a few extra minutes. Daily practice is ideal.

## Doubles

### **Practice the doubles from 0-10:**

- Find a deck of cards and take out all face cards, leaving only cards 1-10.
- Flip a card and have your child tell you what double that number is. eg) if you flip a 4, they would say 8.
- Continue through all of the cards until they know the answer within 5 seconds

## 10's partners (make 10)

### **Practice making 10 through addition:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Flip a card and have your child tell you what number added to it makes 10. eg) if you flip a 4, they would say 6
- Continue through all of the cards until they know the answer within 5 seconds.

## Adding/Subtracting 10

### **10 more and 10 less than the number:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Flip 2 cards to make a 2 digit number
- Ask your child to tell you what 10 MORE than the number would be, then 10 LESS.
- Continue through all of the cards until they know the answer within 5 seconds.

## Doubles plus 1

### **Double and add 1/Subtract 1:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Make pairs of the cards with numbers that are only one apart eg) 8 and 9, 6 and 7, 5 and 4, 4 and 3, etc.
- Flip the pair of 2 cards to make an addition equation eg)  $5+4$
- Have your child cover the lowest number, double it and add one. They would say something like this:  
-( $5+4$ ) Child covers the card with a 4 on it "I know that double 4 is 8, plus one more would be 9"
- They could also subtract one: Have your child cover the highest number, double it and subtract one. They would say something like this:  
-( $5+4$ ) Child covers the card with a 5 on it "I know that double 5 is 10, take away one more would be 9"
- Students can use the "add 1" or the "subtract 1" strategy. , whichever one they are most comfortable with.
- Continue through all of the cards until they know the answer within 5 seconds.

## Doubles plus 2

### **Double and add 2/Subtract 2:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Make pairs of the cards with numbers that are only two apart eg) 7 and 9, 5 and 7, 6 and 4, 4 and 2, etc.
- Flip the pair of 2 cards to make an addition equation eg)  $5+3$
- Have your child cover the lowest number, double it and add one. They would say something like this:  
-( $5+3$ ) Child covers the card with a 3 on it "I know that double 3 is 6, plus two more would be 8"
- They could also subtract one: Have your child cover the highest number, double it and subtract two. They would say something like this:  
-( $5+3$ ) Child covers the card with a 5 on it "I know that double 5 is 10, take away two more would be 8"
- Students can use the "add 2" or the "subtract 2" strategy, whichever one they are most comfortable with.
- Continue through all of the cards until they know the answer within 5 seconds.

## Addition/subtraction basic fact practice

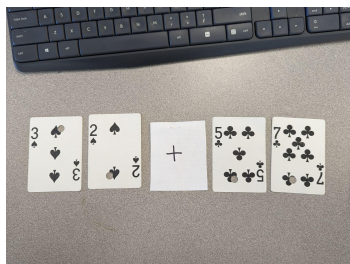
### **Add/Subtract/Multiply:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Flip over two cards and have your child say the sum (adding), difference (subtraction) or product (multiplication)
- You can also turn this into a game “math war” - divide a deck into 2 piles, both flip over a card and the first to say the sum/difference/product (whichever you decide before the game) will get the cards. Whoever has the most cards at the end wins.

## Multi-digit Addition/subtraction practice

### **2, 3 or 4 digit addition/subtraction:**

- Find a deck of cards and take out all face cards, leaving only cards 1-9.
- Create a HORIZONTAL equation with the cards (2, 3 or 4 digits)



- Students determine the answer based on the strategy that makes sense to them (try not to coach them too much, we want them to figure it out based on what is natural to them). They can use a pencil and paper to draw it out or try to do it mentally (which is the ultimate goal).