Table of Contents

1. Active Reading Strategies
2. Dyad Reading Supports
3. Text Question Prompts
4. Writing Prompts & Supports
5. Math Activities Grades 1 - 2
6. Math Activities Grades 3 - 5
### Active Reading Strategies Scaffolding Descriptions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOZE</td>
<td>Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.</td>
</tr>
<tr>
<td>ECHO</td>
<td>Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.</td>
</tr>
<tr>
<td>DUET</td>
<td>Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.</td>
</tr>
<tr>
<td>CHORAL</td>
<td>Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.</td>
</tr>
<tr>
<td>PARTNER</td>
<td>Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.</td>
</tr>
<tr>
<td>WHISPER</td>
<td>Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.</td>
</tr>
</tbody>
</table>

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Dyad Reading:
The following pages identify great oral reading practices that can easily be done at home.

Directions:
1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don’t read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.” (Vygotsky, 1962, p. 104).
Practice helps me to be a better reader.

Hurrah!!
ACTIVITY: 
Student and tutor revisit previously read text discussing things they remember.

MATERIALS: 
Book from previous session, Partners in Dyad Reading Lesson Plan

1. Student and tutor revisit previously read text discussing things they remember.
I wonder what this book will be about?
ACTIVITY: New Book Introduction

1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).

2. Tutor asks the student to make some predictions about the text.

TIP: Tutor gives the student an opportunity to share what he/she knows about the subject.

RECORD: Tutor checks off New Book Introduction on the Partners in Dyad Reading lesson plan.

MATERIALS: New book with appropriate level of challenge for the student, Partners in Dyad, 1-2 minutes—Skip introduction if the student is reading a chapter book.
3. Read new book/chapter and monitor comprehension.

I can read new books!
MATERIALS:
New book (or next portion of chapter book), Partners in Dyad Reading Lesson Plan.

ACTIVITY:
1. The tutor and student read the new book aloud in the Dyad Reading Rules.
2. During reading, the tutor stops to ask comprehension questions about the text.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading Lesson Plan.

Dyad Reading Rules:
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don’t read too fast or too slow.
7. Talk about unknown words.
8. Have fun!

Information text comprehension questions:
What has been read and explain unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions.

Narrative text comprehension questions:
Use the story face graphic to ask questions about the text.
Informational Comprehension Questions

TIP: Tutor asks the student to use the text to talk about the key details.

Who, What, Where, When, Why, How?

What is the author's purpose? (Answer, explain, describe.)

One-sentence summary

What did you learn? (new words/ideas)

What do you want to learn?

Retell using text features (graphics, charts, etc.)

I can identify the main topic and retell key details of the text.

Informational Comprehension Questions
Text Question Prompts
## Text Dependent Questions

### Key Ideas and Details

<table>
<thead>
<tr>
<th>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</th>
<th>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</th>
<th>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
</tr>
</thead>
</table>
| • What are the key ideas in this text/story?  
• What can you infer from the title, headings, and anecdotes in this book?  
• Who was the most important character in the story? What makes  
Who, what, where, when, how questions  
• What key details help support the main idea of _____?  
• What key details and/or examples support the main idea of _____?  
• What have you learned from this [text]?
| • Retell the story.  
• What is the story or article beginning to be about?  
• What is the theme of the story?  
• What message was the author trying to share?  
• What could the main character have learned that I could also learn?  
• What was a moral or lesson in the story?  
• Summarize the text.  
• Retell the (fables, folk tales from diverse cultures).  
• What is the main idea of this text?  
• What are the 2 or more main ideas in this text?  
• What key supporting details did the author cite?  
| • Identify characters, setting, major events,  
• Explain key details that support the author's message.  
• Compare and contrast (characters, setting, events, etc.).  
• Explain how _____ and _____ interact in this story.  
• Describe how (name of character) respond to (major event and/or challenge).  
• Explain how (name of character) changed in the story.  
• Why does _______ think about ________?  
• How does _______ feel about _______?  
• How does _______ show persistence (or other character trait) in ________?  
• How does this help the reader learn more about ________’s character?  
• What can we infer about the characters _____ and ________?  
• What do readers learn about the family’s relationship from this section?  
• What does ________’s conversation with _______ reveal?  
• What event did the author include to show the reader ________?  
• Describe connections between ________.  
• Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.  
• Explain the procedures described in this article. |
### Text Dependent Questions

#### Craft and Structure

<table>
<thead>
<tr>
<th>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</th>
<th>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</th>
<th>6. Assess how point of view or purpose shapes the content and style of a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does (word or phrase from the story, figurative language, sensory word,) mean?</td>
<td>- What was the (problem, solution)?</td>
<td>- From what point of view is this story told?</td>
</tr>
<tr>
<td>- What does Herculean (or other Mythology vocabulary) mean in this story?</td>
<td>- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?</td>
<td>- Who is narrating the story? How do we know?</td>
</tr>
<tr>
<td>- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song</td>
<td>- What text structure did the author use in this text?</td>
<td>- Through whose eyes did you see this story?</td>
</tr>
<tr>
<td>- What kind of text is this? (poem, drama, prose, etc.) How do you know?</td>
<td>- What kind of text is this? (story, article, etc.)</td>
<td></td>
</tr>
<tr>
<td>- Explain the meaning of (general academic vocabulary word).</td>
<td>- Look back at the text and see if you can divide it into parts. What parts does the author include?</td>
<td>- What similarities and/or differences are there in (titles of two texts on similar topics)?</td>
</tr>
<tr>
<td>- Explain what (domain/content specific word) means.</td>
<td>- Describe the story structure, including beginning, middle, and ending</td>
<td>- How does the author feel about (topic)?</td>
</tr>
<tr>
<td>- Which words really call our attention here? What do we notice as we reread them?</td>
<td>- Describe the (action, setting) in the story.</td>
<td>- How did the graphics help you understand the section about ____?</td>
</tr>
<tr>
<td>- How does the author’s choice of words, the tone of the language, illuminate the author’s point of view on the topic?</td>
<td>- Explain the (structure elements: verse, rhythm, meter of this poem).</td>
<td>- Distinguish between information provided by pictures and words in the text.</td>
</tr>
<tr>
<td>- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.</td>
<td>- What might have happened if _____ hadn’t happened first?</td>
<td>- How does your own point of view compare to the author of ____?</td>
</tr>
</tbody>
</table>
### Text Dependent Questions

#### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</th>
<th>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</th>
<th>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</th>
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</thead>
<tbody>
<tr>
<td>• Describe (character, setting, event). Use specific examples from the illustrations and/or words.</td>
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<tr>
<td>• Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/plot.</td>
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<tr>
<td>• How did the author use illustrations to engage the reader in the events of the story?</td>
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<tr>
<td>• How do the (visual/multimedia elements) help the reader understand the author’s message?</td>
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<tr>
<td>• Use illustrations and details in a text to describe key ideas.</td>
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<tr>
<td>• What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader?</td>
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<tr>
<td>• How did search tools (key words, side bars, hyperlinks) help the reader?</td>
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<tr>
<td>• How do the [pictures, etc.] help convey the mood of the story?</td>
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<td></td>
</tr>
<tr>
<td>• Not applicable in Literature—Information Texts only</td>
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<tr>
<td>• Identify the reasons an author gives to support his key point(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explain how author uses reasons and evidence to support the main idea of ______.</td>
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<td></td>
</tr>
<tr>
<td>• Identify which reasons/evidence support which point(s).</td>
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<tr>
<td>• What is the author’s point of view on the topic? What in the text makes you say that?</td>
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<tr>
<td>• Describe logical connections between specific sentences and paragraphs.</td>
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<tr>
<td>• Explain cause and effect relationships in the story/text.</td>
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<tr>
<td>• What was the tone of the story/text?</td>
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<tr>
<td>• Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.).</td>
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<tr>
<td>• Identify similarities and differences between two texts on the same topic.</td>
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<tr>
<td>• Read several texts on the same topic. Write a speech using information from each of source.</td>
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<tr>
<td>• Compare the text to: a movie, webpage, video game, piece of art or music, or other media.</td>
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<tr>
<td>• How does this selection connect to the theme of ______?</td>
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</tr>
<tr>
<td>• How does this selection connect to (other text we have read, content area, etc.)</td>
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</tr>
<tr>
<td>• How is ________ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6?</td>
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</tr>
<tr>
<td>• How is ________ shown in paragraphs 7-11?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What mood does the author create?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Four-Square Graphic Organizer

<table>
<thead>
<tr>
<th>The first key idea/event:</th>
<th>Another key idea/event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>Details</td>
</tr>
<tr>
<td>-</td>
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<tr>
<td>-</td>
<td>-</td>
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</tr>
</tbody>
</table>

Topic Sentence:

Another key idea/event:

Details
-                        
-                        
-                        

Conclusion

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? What is your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What’s the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.
38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won $1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzyballoobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about…
60. My favorite animal is a….
61. This is a list of things I like to do when I can’t watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I’m 100 years old…
66. If a cat could talk, what would they say?
Addition and Subtraction Facts
Recommended Grades 1 - 3
# Tens Go Fish Recording Sheet

<table>
<thead>
<tr>
<th>My combinations of 10 in Game 1</th>
<th>My combinations of 10 in Game 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tens Go Fish Directions

You need
- Deck of Primary Number Cards (without Wild Cards)
- Tens Go Fish Recording Sheet (G45; 1 per player)

Play with a partner. Work together.

1. Deal each player 5 cards.
2. Players put down pairs of cards that make 10, and pick new cards to replace them.
3. Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
   - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
   - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
   - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
   - If a player runs out of cards, the player picks two new cards.
   - A player’s turn is over when there are no more pairs that make 10.
4. The game is over when there are no more cards.
5. At the end of the game, players record their combinations of 10 on the Tens Go Fish Recording Sheet.
Math Activities
Recommended Grades 3 - 5
## Appendix A: Further Activities and Resources

### Table of Contents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Close to 100?</td>
<td>Page 11, 12</td>
</tr>
<tr>
<td>Peperoni Pizza</td>
<td>Page 13</td>
</tr>
<tr>
<td>Snap It</td>
<td>Page 13</td>
</tr>
<tr>
<td>How Many Are Hiding</td>
<td>Page 14</td>
</tr>
<tr>
<td>Shut the Box</td>
<td>Page 14</td>
</tr>
<tr>
<td>Math Cards</td>
<td>Page 15 - 26</td>
</tr>
<tr>
<td>References</td>
<td>Page 27</td>
</tr>
<tr>
<td>Games</td>
<td>Page 28</td>
</tr>
<tr>
<td>Apps</td>
<td>Page 28</td>
</tr>
</tbody>
</table>
How Close to 100?

You need
• two players
• two dice
• recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation
Each child can have their own number grid. Play moves forward to see who can get closest to 100.
How Close to 100?

1. ____ x ____ = ____
2. ____ x ____ = ____
3. ____ x ____ = ____
4. ____ x ____ = ____
5. ____ x ____ = ____
6. ____ x ____ = ____
7. ____ x ____ = ____
8. ____ x ____ = ____
9. ____ x ____ = ____
10. ____ x ____ = ____
Pepperoni Pizza

You will need
• one or more players
• 2 dice per player
• 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.

Snap It

You will need
• one or more players
• 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.
How Many Are Hiding

You will need
• one or more players
• 10 or more snap cubes /objects per player
• a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need
• one or more players
• 2 dice
• paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation
Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.
Math Cards

You will need
• one or more players
• 1 deck of cards (see next pages)

Many parents use ‘flash cards’ as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.
$4 \times 4 = 16$

$6 \times 9 = 54$

$36$
7 \times 6 = 42
$7 \times 7 = 49$
72

8 \times 8

49

64
$9 \times 8 = 72$
Roll and Record

You need

- 2 dot cubes
- recording sheet

Play alone.

1. Roll 2 cubes.
2. Add the numbers.
3. Write the sum on the recording sheet.
4. The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube.
- Play with 2 number cubes.
# Roll and Record Recording Sheet

<p>| | | | | | | | | | | | | |</p>
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M28 Unit 1

Sessions 3.4, 3.5, 3.6
Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change… but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

1) Bump
2) Memory
3) I Have/Who Has
4) Capture 4
5) Difference To...

Compiled by Christina Tondevold for K-5 Math Academy
Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. The first child rolls 2 dice (or 1) and puts a cube on that number. If the other player’s cube is already on that number, they get to BUMP it off. If your own cube is already on that number, they link another cube with it and it freezes that spot. Any time there are two cubes of the same color on a spot, that spot freezes that spot. The winner is the player that uses all of their markers first.
One More Than

Roll the die. Then, put your marker on the spot that is "1 more than" the amount you rolled.

Bump
One Less Than

Roll the die. Then, put your marker on the spot that is "1 less than" the amount you rolled.

BUMP
Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to "Make Ten." For example, if I roll a 4, I would place my marker on the ten frame showing 6 because 4 + 6 makes 10.
Directons Memory

Print the sheet out and cut the cards apart.

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a "match." If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player's turn.
"Make 10" Matches
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<td>9 + 20</td>
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</table>
Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won’t make it back around to the starting card. 

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

Directions

I Have/Who Has

Choose a student to go first, and have her read her card aloud.

"Who has __?" Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it. The student who has the card with the answer then reads that answer aloud: "I have ___." Then the student will then read the question at the bottom of their card. Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.
Who has 24 + 10
I have 25

I have 30 + 18
Who has 32

Who has 20 + 9
I have 34

I have 16 + 10
Who has 48

Who has 20 + 12
I have 29

I have 10 + 15
Who has 26
Who has

10 + 3

I have

15

Who has

10 + 2

I have

16

Who has

10 + 1

I have

12

Who has

10 + 4

I have

13

Who has

10 + 6

I have

14

Who has

10 + 5

I have

11
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).
Capture 4: Add 2

Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.
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**Capture 4: Add 10**

Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.
**Capture 4: Roll two, Add 20**

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

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Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.
Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number. Students can write on the sheet protector with whiteboard markers and wipe it off for each new game. The sheets for this game are designed to be printed out and slipped into sheet protectors. There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, there are sheets for this game that are designed to be.
1) Roll the dice ____ times.
2) Use the number path to record the amount you rolled.
3) Find the difference from ____.
4) The player with the smallest difference wins.
5) Wipe off your work and PLAY AGAIN.

Player 1

Player 2

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
1) Roll the dice **7** times.
2) Use the number path to record the amount you rolled.
3) Find the difference from **8**.
4) The player with the smallest difference wins.
5) **Wipe off your work and PLAY AGAIN.**

**Example**

[Number path image]
Player 1

1) Roll the dice ____ times.
2) Use the number path to record the amount you rolled.
3) Find the difference from ____.
4) The player with the smallest difference wins.
5) Wipe off your work and PLAY AGAIN.

Player 2

1) Roll the dice ____ times.
1) Roll the dice 2 times.
2) Use the number path to record the amount you rolled.
3) Find the difference from 10.
4) The player with the smallest difference wins.
5) Wipe off your work and PLAY AGAIN.

Example:

Player 1

Player 2
1) Roll the dice ____ times.

2) Use the number line to record the amount you rolled.

3) Find the difference from ____.

4) The player with the smallest difference wins.

5) Wipe off your work and PLAY AGAIN.

The player with the smallest difference wins.
1) Roll the dice ___ times.
2) Use the number line to record your total amount.
3) Find the difference from 100.
4) The player with the smallest difference wins.
5) Wipe off your work and PLAY AGAIN.

Example:
Add them, then add 50.