Math Games Directions

The following games are variations of counting games to support children to count up to 100, with specific attention to making tens and keeping track of their count. They are suggested for 2 to 4 players at a time. Directions for the following are included:

1. **Spinning to 100**
2. **Stacking to 100**
3. **Beading to 100**

1. **Spinning to 100**

This is the entry-level game, with the suggestion that children use counting mats such as black ten-frames or hundreds charts to keep track of their total.

Materials:

- **Spinner (virtual or paper) with number appropriate to your students**
- **Countable collections (chips, beads, rocks, popsicle sticks, straws, etc.)**
- **Counting mats such as ten-frames or hundred charts**
- **Dry erase marker and whiteboard**
- **Rubber bands for version 2 of Spinning to 100**

Version 1:

1. One child will take a turn by spinning the spinner and then collecting that number of items. The child places the items on their counting mat and declares their current total. The whiteboard and marker may be used to help record any of their thinking or calculations.
2. The next player goes, following the same steps.
3. The game stops when students have collected 100 items, or students can play for a set amount of time after the timer goes off; they can count how many items they have collected altogether.

Version 2:

Stick-like objects are recommended for this version, since students will practice bundling them

1. Students begin by putting the materials in the center of their workspace.
2. One student will take a turn by spinning the spinner and then collecting that number of items. The student then evaluates if they have enough to make a bundle of ten. On their turn, every time they do, they make a new bundle and add it to their collection of bundles and loose items.
3. The other student can take their turn, following the same directions.

4. Students can be encouraged to pause and make predictions along the way—are we getting close to 100? How can we tell?
5. The game stops when students have collected 100 items, or students can play for a set amount of time after the timer goes off; they can count how many items they have collected altogether.

2. Stacking to 100

This is for the suspense-lovers in the class.

Materials

- **Spinner**
- **Foam blocks or other soft stackable objects**

Players take turns spinning the spinner and stacking blocks onto existing stacks. The only rule is that once a stack has 10 blocks, you must make a new stack. This rule can be changed depending on materials available and the skills of the stackers. Try for stacks of 20 and see if they topple before you make it to 100!

3. Beading to 100

This version provides the least amount of scaffolding, and challenges students to find ways to keep track of their count when there is no suggested bundling or stack size.

Materials

- **Spinner**
- **Many, many beads**
- **Long shoelaces or string, one per player**

1. The first player will take a turn by spinning the spinner and then collecting that number of items. They string that number of beads on their shoelace or string.
2. The other player then takes their turn, following the same directions.
3. The game stops when students have collected 100 items, or students can play for a set amount of time after the timer goes off; they can count how many items they have collected altogether.

Considerations for Beading to 100

- *Students are encouraged to think of patterns that will help their counting process. For example, patterns that are all one color for each ten, or patterns of two or five might also support efficient counting strategies.*
- *Students can be encouraged to pause and make predictions along the way—are we getting close to 100? How can we tell?*
- *Instead of unstringing the beads, consider using them as decorations for chandelier-like structures, or to string around the room.*