

➔ **Maths Games (VSO)**

 **(*introduction...*)**

 **Introduction**

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 **Match the Sweet**

 **Snap**

 **Tubes and Mats**

 **Colour Matching**

 **Stepping Stones**

 **Fruit Basket**

 **Matching Shapes**

 **Complete the Circle**

 **What's Missing?**

 **Where's the Ball?**
























 **Pick and Match**








 **What Have You Got?**

 **Match the Pattern**

 **Match a Balloon**

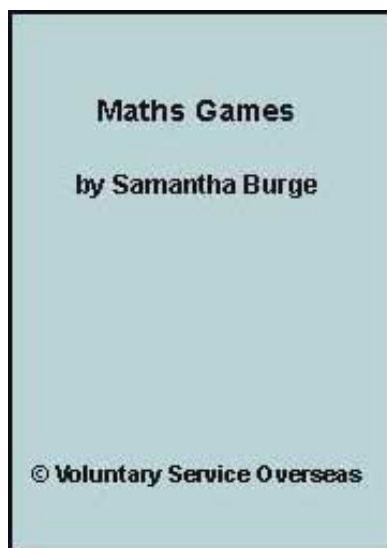
 **Animal Jigsaws**

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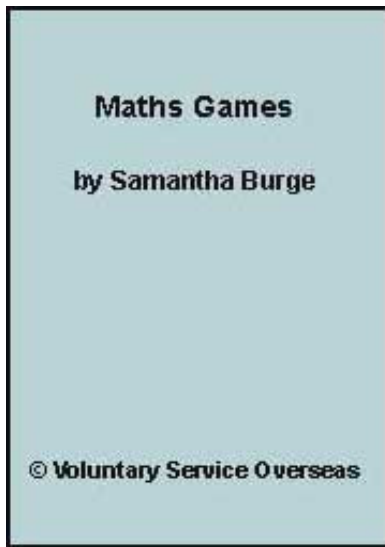
Maths Games (VSO)

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by Samantha Burge

The material that follows has been provided by VSO (Voluntary Service Overseas)





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Introduction

The maths games in this book have come from numerous sources. Many are variations on traditional western games, some ideas were originally seen in educational catalogues and then adapted, and some were created to help reinforce a particular concept.

This book was written primarily for children with learning difficulties. However as the games are intended for reinforcing the very basics, they would therefore be suitable for any child between 3 and 11 years old.

All the games can, and should, be adapted for the teaching situation and the specific group of children. The ideas are not fixed: if, for example, a group of children is fascinated by animals, buying cheap toy animals to use as 'counters' to

move in a game really does hold their attention.

All the games were made from basic materials such as cardboard, paper, glue, junk and cheap toys available from many shops and stalls; probably the most expensive 'ingredient' was the clear plastic that is used to cover everything. This is because I find it prolongs the life and cleanliness of the games by a great extent.

Throughout this book I do try to stress that it is very important to play these games either sitting around a low table or on the floor in a circle. It is then much easier for the children to watch one another and especially the teacher: this gives them vital clues on how to play the game. The children can also begin to learn the lesson of 'waiting their turn', which is very important but difficult for most young children to grasp.



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Maths Games (VSO)

 ***(introduction...)***

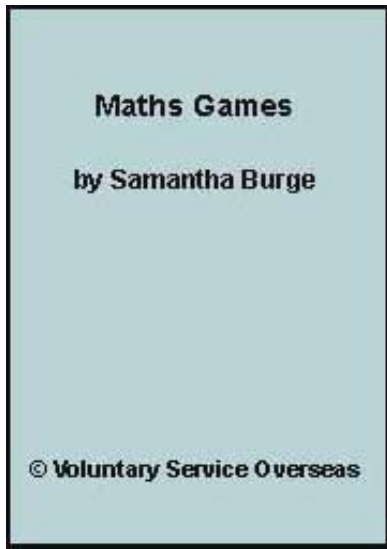
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Recommendations for playing the games

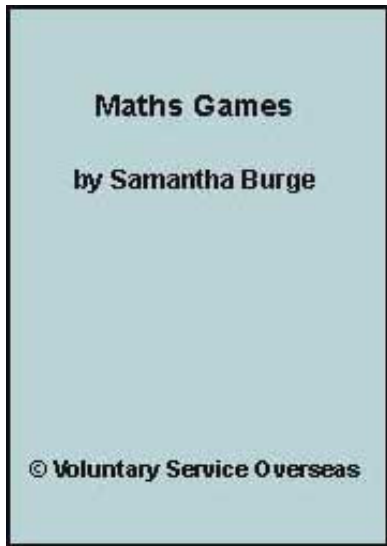
Things to remember when playing any of the games:

- 1. The games should be fun. If a child has difficulty counting then the whole group can help by counting together.**
- 2. The children should always choose their own counter to move in the game. They are then far more likely to remember it as theirs.**
- 3. The children should be encouraged to give the die (or cloth bag or counting sticks) to the next player themselves.**
- 4. When a child moves their counter, they should always be encouraged to 'count on', as most children will start with the number they are already placed on.**

















5. Always praise the children. Playing these games equips them with valuable skills but can also be difficult for the children at first.


























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Maths Games (VSO)

- ➔  **Math games list**
-  **Topple Cans**
-  **Match the Sweet**
-  **Snap**
-  **Tubes and Mats**
-  **Colour Matching**
-  **Stepping Stones**
-  **Fruit Basket**
-  **Matching Shapes**
-  **Complete the Circle**
-  **What's Missing?**
-  **Where's the Ball?**
-  **Pick and Match**
-  **What Have You Got?**
-  **Match the Pattern**
-  **Match a Balloon**

-  **Animal Jigsaws**
-  **Transport Cards**
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-  **Linking Rings**



Jungle Walk



Four in a Row



Add Two



Snakes and Ladders



Grid Number Work



Top Ten

Maths Games (VSO)

Math games list

Topple Cans

Skills

Two-colour matching

Turn-taking

Players

1 - 8

Equipment

- **Empty drink cans covered with coloured paper. 8 of each colour: red, yellow and blue.**
- **Die with coloured sides: red, yellow and blue**
- **Shaker for die**

To Play

- 1. The teacher places the box of cans on the floor and the children sit around in a circle.**
- 2. The children then 'help' the teacher sort the cans into the 3 colour sets.**
- 3. The children take it in turns to throw the die and to add a can of the same colour to the tower being constructed in the middle of the group.**
- 4. How high will the tower get before it topples over?**

This is a rather noisy, but fun, game!

Match the Sweet

Skill

Matching

Players

2 - 8

Equipment

- Large board with picture of a clown's face, drawn using the 3 colours yellow, red and brown**
- Sweets with brown, red and yellow wrappers**
- Large handmade die with sweet papers stuck on the sides: 2 sides of each colour of sweet**

To Play

- 1. The board is either placed on a low table or on the floor and the children sit**

around in a circle.

2. The children help match the sweets with the different coloured parts of the board eg the red sweets are placed on the clown's red lips.

3. Each child in turn throws the die and finds the matching sweet.

4. For the first one or two rounds just have the children locate the matching sweet. On the next round allow the child also to take and eat the sweet.

5. The game is over when each child has thrown the die and chosen the matching sweet.

6. This is a very short game so it should really be used to reinforce previous matching work.

Often children thought not to understand the concept of 'the same' manage to pick the correct sweet.

Snap

Skill

Matching

Turn-taking

Players

2 - 6

Equipment

- 32 cards: 4 sets each containing 8 cards with identical pictures

These pictures could be of anything that is easily identified as different, eg red stripe, blue circle, green square and orange star.

To Play

- 1. All the children need to sit close together either in a circle around a low table or on the floor.**
- 2. The teacher takes out one card of each picture and places these 4 cards in the middle of the table with the pictures showing.**
- 3. The teacher then shuffles the rest of the cards and deals them out evenly to the players.**
- 4. The children collect their cards into a pile but keep them face down and do not look at their cards.**
- 5. The children take it in turns to look at their top card and sees if they can match it to one of those in the centre of the table.**
- 6. If the child places it on top of the correct card the teacher shouts 'Snap' (or 'Bang'). If the child places the card on the wrong pile then the teacher is quiet.**
- 7. Then the next child has a turn. Keep playing until all the cards are used up.**

This is a loud game which causes lots of fake 'surprise jumping' and laughter.

Tubes and Mats

Skill

Matching

Colour discrimination

Players

2 children at a time but as it is such a fast game the whole class can be involved

Equipment

- **2 large cardboard tubes: insides from rolls of lino or clear plastic are ideal. 1 tube covered with red string and the other with yellow string.**
- 2 mats, red and yellow. Or use 2 circles of thick card covered with poster paper and clear plastic.**
- 45 objects for sorting into 3 colours, red, yellow and blue, 15 objects of each colour.**
- Each object must fit easily inside the cardboard tubes.**
- Basket for coloured objects**
- Chair (or similar) to lean the 2 tubes against**

To Play

- 1. Set out the equipment as shown in the photograph below. Put all the objects mixed up in the basket on the chair seat.**
- 2. The children need to sit in a semi-circle in front of the 2 mats.**
- 3. The teacher firstly shows the children that the mat and the tube resting on it are both the same colour. Also that the basket holds 3 different colours of objects and that they have to ignore the blue objects.**
- 4. The teacher chooses 2 children to play first. One child sits on the red side and the other on the yellow side of the chair.**
- 5. The teacher explains that as soon as she/he says 'Go', the children have to find the same colour objects as their tube and drop them in the top end of the tube.**
- 6. If the child selects the wrong coloured object then the teacher picks it off the mat and replaces it in the basket.**
- 7. The winner is the first child to send all their 15 objects down the tube.**
- 8. Swop the pair of children.**

Colour Matching

Skill

Matching

Colour discrimination

Turn-taking

Players

1 - 6

Equipment

- Common objects in 3 colours - red, yellow and blue; about 10 of each

Drawstring cloth bag

3 sorting circles (or circular sheets of coloured paper) in red, yellow and blue

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. The teacher places the 3 sorting circles in the middle of the children's circle.**
- 3. The teacher explains that each circle is for collecting the same colour objects. Can anyone find anything in the room the same colour as the circles?**
- 4. The teacher places all the coloured objects into the cloth bag.**
- 5. The children take it in turns to place their hands into the bag, without looking, and take one object out.**
- 6. If possible have the child identify the object and also its colour. Then the child places the object inside the correct coloured circle.**
- 7. Once the child has placed an object into a circle then the bag passes on to the**

next child.

8. There is no 'winner' with this activity.

The child should not be made to say the colour of the object if they find this difficult - many children in mainstream schools may also find this difficult. Matching the colour is far more important. If the children find distinguishing 3 colours difficult, then start with just red and yellow.

Stepping Stones

Skill

Matching

Colour discrimination

Gross motor control skills

Players

2 - 8

Equipment

- 16 coloured mats, large enough for a child to stand on (see game 'Tubes and Mats'): 4 mats each of green, red, yellow and blue

Die with 4 colours, red, green, yellow and blue. Use a blank die (either made or bought) with just the 4 colours - ie two sides are blank.

Shaker for die

Biscuits or sweets

To Play

- 1. The children all sit together at one end of the room.**
- 2. The teacher places all the mats on the floor, like stepping stones. The colours should all be mixed up but so that it is still possible for the children to jump from one particular mat to another of the same colour. The children take it in turns to throw the die. Whichever colour they roll they must follow the mats of that same colour to the end of the trail. If the children roll a blank side, they can roll again.**
- 3. The teacher places a biscuit or sweet on the last mat and tells the children that the floor has become the sea and is full of children-eating fish. If the children can follow the trail correctly and not fall into the 'sea' then they can pick up the biscuit/sweet and carry it back to 'land' to eat it.**
- 4. Often children will need a couple of turns before they follow a colour trail correctly.**

Fruit Basket

Skill

Matching

Discrimination of shape

Turn-taking

Players

2 - 8

Equipment

- Board with a picture of an empty fruit basket

Pictures of different individual fruits. 8 sets of 6 different fruits

Die with a picture of one of the fruit on each side

To Play

- 1. Place the board on the floor or low table and have the children sit around in a semi-circle.**
- 2. The teacher then hands out the fruit pictures according to the group size and the ability of the children. If working with a large group, or a group of less able children, the teacher hands out just 4 different fruit to each child .**
- 3. Each child then takes it in turn to throw the fruit die. If the child has the same fruit picture as that on the die then she/he places it in the basket. If the child has already placed that particular fruit in the basket then the die passes to the next player.**
- 4. The first child to place all their fruit in the basket is the winner.**

Matching Shapes

Skill

Matching

Discrimination of shape

Players

2 - 8

Equipment

- Buttons cut out of card into 5 different shapes, 8 of each shape in the same colour card, eg 8 red stars, 8 blue circles, 8 orange triangles, 8 yellow hexagons, 8 green squares**
- 5 dishes the same colours as the shapes: one each of red, orange, blue, green and**

yellow

Die with a picture of one of the shapes on each side (one side left blank)

To Play

- 1. Place the 5 dishes on a low table or on the floor and have the children sit around in a circle.**
- 2. Randomly spread out the shape buttons and have the children 'help' you sort the shapes into the correct colour dish.**
- 3. Once the children have completed this, give 5 children a dish each and ask them to give each player one shape out of that dish.**
- 4. Each child in turn throws the die. If the child still has the shape that appears on the top of the die it is then placed in the correct dish in the centre of the table.**
- 5. If the child does not have that particular shape then the die passes straight on to the next person.**

The children do not have to name the shape or identify the colour, instead use the words 'same' and 'not the same'.

- 6. The first child to put all their shape buttons into the dishes is the winner.**

Complete the Circle

Skill

Colour matching

Players

1 - 6

Equipment

- 10 large cards, each with different colour circles drawn in the middle. These cards are cut into either 2 or 3 pieces.

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. Start with only 3 or 4 colours of the 10. The teacher sorts out each colour group and places one piece of each colour card in the centre of the group of children.**
- 3. Shuffle the remaining pieces and then ask each of the children in turn to choose a piece.**
- 4. The child then has to try and match their piece of the circle with one already on the table to try to complete the circle.**
- 5. If playing with cards cut into 3 sections, then the person who lays the final section correctly can keep that whole card.**
- 6. The child with the most complete circles at the end of the game (when all circles are complete) is the winner.**

What's Missing?

Skill

Short-term memory improvement

Object permanence

Players

2 - 8

Equipment

- **Box of easily recognisable objects, eg spoon, comb, bottle**
- **Cloth as blindfold (optional)**

To Play

- 1. The children should sit on the floor or around a low table in a circle.**
- 2. Initially the teacher places 4 different objects in the middle of the circle.**
- 3. The children are all told to look hard at the objects and remember what is there. The teacher should check that all the children are familiar with the objects.**
- 4. The teacher then tells all the children, or names just one child, to close their eyes.**
- 5. The teacher then takes away one object and hides it.**
- 6. The child, or children, then open their eyes and try to remember which object is missing. If just naming one child it is important to stress that the rest of the group doesn't tell the child what has gone, as they probably saw, and will be eager to play themselves.**
- 7. The children take it in turns to remember what has disappeared.**
- 8. As the children become more able at this game then the teacher should add more objects.**

If the children have language difficulties then also make a set of matching picture cards for the objects. When playing the game the child sorts through the cards and selects the picture of the missing object.

Once the children have mastered the game using real objects then use picture cards to play the same game. This will make the game harder.

Where's the Ball?

Skill

Object permanence

Colour recognition

Hand-eye co-ordination

Players

1 - 8

Equipment

- 5 similar tubes covered with the same paper and clear plastic. (The insides of toilet rolls are ideal for this.)

- 5 table tennis balls, each covered with different coloured spots: red, yellow, green, black and blue

To Play

- 1. The children sit around a low table or on the floor in a semi-circle.**
- 2. The teacher takes 3 tubes and shows the children that they are all empty.**
- 3. The teacher then takes one ball (preferably red or yellow, see Note below) and places it in one of the tubes.**
- 4. The tubes are then moved around and the children have to guess which tube has the ball. Start off slowly and gradually increase the speed of hand movements.**
- 5. Once the children can do this introduce a second ball (red or yellow). This time the children have to tell the teacher where a specific coloured ball is 'hiding'.**
- 6. Then the teacher could add another ball or even another tube or let the children**

move the tubes around for their friends.

Note: Red and yellow are internationally recognised as the two most easily distinguishable colours. It is important that teachers do not use colours which could cause confusion, eg red and orange, or brown and black. These are too similar and can cause problems, particularly if a child is colour-blind.

Pick and Match

Skill

Awareness of sense of touch

Matching 3D item with solid 2D silhouette

Players

2 - 6

Equipment

- 6 boards, each with silhouettes of 6 objects painted on in black. Each board has the same 6 silhouettes but in different places.

6 each of the following (or similar) objects which match the silhouettes: sweet boxes, cardboard circles from inside rolls of sellotape, plastic whistles, lollipop sticks, plastic flowers and red shiny stars

Cloth bag

To Play

- 1. The children sit around a low table or in a circle on the floor.**
- 2. Each child is given a board.**

- 3. The teacher places all the objects inside the cloth bag.**
- 4. The children take it in turns to put their hand inside the bag and withdraw one object.**
- 5. They then try to match this object with the correct silhouette on their board. If the child selects an object they already have then it is returned to the bag. The children soon start to feel for the correct object they need.**
- 6. The winner is the first child to 'fill' all their silhouettes.**

What Have You Got?

Skill

Matching 2D representation with 3D object

Awareness of sense of touch.

Players

1 - 6

Equipment

- Assortment of objects which are recognisable by touch, eg toothbrush, shell, spoon, bottle, comb, drinks can, balloon, pencil**
- Cards with a picture of each individual object**
- Cloth bag**

To Play

- 1. The children sit around a low table or on the floor in a circle**
- 2. The teacher shows the children the cards one by one to see if they can identify the objects.**

- 3. Once these are spread out on the table give the children one of the objects each and see if they can match it to the correct picture.**
 - 4. Once the children can do this they can then play the game.**
 - 5. Place 3 or 4 pictures out in front of one of the children, have that child close their eyes.**
 - 6. The teacher then chooses an object shown on one of the cards and puts it in the bag.**
 - 7. The child then tries to decide by touch alone which one of the 4 objects is inside the bag. If the child has difficulty naming the object then they can point to the correct picture.**
- As the children become more familiar with the game, have them select the object for their friends.**

As the children become more able at this game, add more pictures and so more choice, or even objects without corresponding pictures.

Many children will need to have the bag caught around their wrist as their natural reaction is to withdraw their hand and the object immediately.

Match the Pattern

Skill

Advanced matching of several aspects

Turn-taking

Players

1 - 6

Equipment

- Large board with 9 different coloured circles, spaced out well:

3 plain circles: red, yellow and blue

2 spotted circles: white and black, pink and black

2 striped circles: orange and brown, green and brown

2 checked circles: green and red, yellow and black

- 5 sets of 9 cards, all with same matching colours as above:

Set 1: 9 circles, exactly the same as on the large board

Set 2: 9 squares in the same patterns as on the large board

Set 3: 9 different shapes, eg shoe, fish, tree, frog, in the same pattern as on the large board

Set 4: 9 stars, with centres in the same colours as above but with points all in the same colour, eg silver

Set 5: 9 people, identical in shape, but with skins all different colours and wearing shirts in the colours and patterns as on the large board

To Play

- 1. Place the board on a low table or on the floor and have the children sit around in a circle.**
- 2. The teacher explains to the children about matching the colours and patterns.**
- 3. Deal out the cards of set 1 (circles) to the children.**
- 4. The children take it in turns to try and match the patterns of the circles with the patterns on the board.**
- 5. The teacher and the children then progress through the remaining 4 sets.**
- 6. This game has no winner.**

Match a Balloon

Skill

Colour-matching

Turn-taking

Players

1 - 4

Equipment

- **One board for each player. Each board has a picture which includes 6 balloons in 6 different colours: red, yellow, green, blue, orange and white.**
- **24 coloured counters the same size and colours as the balloons on the boards, 4 of each of the 6 colours**
- **6 bowls, one for each of the 6 colours**
- **Die, each side showing one of the 6 colours**
- **Shaker for die**

To Play

- 1. The children sit around a low table or in a circle on the floor.**
- 2. Each child chooses a board and places it in front of them.**
- 3. The children help sort the counters into the 6 coloured bowls.**
- 4. The children take it in turns to throw the die. They then collect one of the counters, of the same colour as that shown on the die, from the bowls in the middle and place it in the correct balloon on their board.**
- 5. If the child already has a balloon of that colour then the die passes on to the**

next player.

6. The winner is the first person to cover all the balloons on their board.

During this game it is far more important for the children to match the colours than it is to try and name them correctly.

Animal Jigsaws

This activity could be made with any pictures to fit in with a project or a child's interest.

Skill

Matching pictorial representations

Understanding of how a whole can be made up of different parts

Players

1 - 8

Equipment

- Large animal pictures: each picture is cut either into 2, 3, 4 or 5 pieces

To Play

- 1. The children sit around a low table or on the floor.**
- 2. The teacher sorts out one piece of each picture and places these face up in the middle of the group.**
- 3. The teacher should then discuss with the children which animal that piece may be a part of.**

- 4. The teacher then shares out the remaining pieces.**
- 5. The children take it in turns to lay a piece and try to complete an animal.**

Transport Cards

Skill

Matching

Ordering

Position placing

Players

1 - 6

Equipment

- 3 sets of cards:

Set 1: small cards, each showing one type of transport, eg a car

Set 2: long cards with pictures of 3 different transport shapes

Set 3: boards showing either 2 or 3 sets of the same combinations of 3 transport shapes found on the cards in set 2

The transport shapes which were used were shop-bought stickers. They included a car, bus, pick-up truck, lorry, train, aeroplane, hot-air balloon and boat.

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. The teacher gives each child a long card from set 2 and the corresponding**

individual shapes from set 1.

3. The children have to match the individual shapes with the pictures on the long card.

4. Once a child can do this easily, the teacher gives the child a board from set 3.

5. The child is then given a long card from set 2 to try and match with one of the combinations on the board.

6. This game has no winner.

Floor Dominoes

Skill

Matching

Selecting

Turn-taking

Position placing

Players

1 - 6

Equipment

- 36 large rectangular cards, each divided into two. Each half of the card contains one of eight different pictures.

To Play

1. The children sit in a circle, either on the floor or around a low table.

2. Spread out all the cards face down. Help the children to select 4 cards each.

3. Each child places their cards in front of them.

- 4. The teacher chooses a child to go first and s/he places any one of their cards in the centre of the circle of players.**
- 5. The children then take it in turns to lay down one of their cards, matching the picture on one end of their card with one at either end of the chain already laid down.**
- 6. If the child cannot lay a card to continue the chain then they receive one of the remaining cards.**
- 7. The first child to lay down all their cards, as part of the chain, is the winner.**

Playing a domino game is an excellent and fun way to reinforce newly learnt concepts. The pictures could cover any subject from animals to different species of tree.

Shape a Picture

Skill

Shape recognition

Shape matching

Turn-taking

Players

1 - 8

Equipment

- 8 boards, each with a different picture. Included in each picture are 6 empty shapes which need filling. Shapes used: square, circle, triangle, large rectangle, small rectangle and semi-circle.

Box of 48 shapes to fill the empty areas on the boards
Die with a drawing of each shape on a different side
Shaker for die

To Play

- 1. Each child chooses a board and sits around a low table or on the floor in a circle.**
- 2. The teacher places the tray of shapes in the middle of the circle and helps the children to identify them. Even if the children cannot name them, they can often match the correct shape.**
- 3. The children take it in turns to throw the die and find the matching shape from the pile in the middle. They then put this shape on their board in the correct place.**
- 4. If the child already has that shape then the die passes straight onto the next child.**
- 5. The first child to complete their picture is the winner.**

Copy the Pattern

Skill

Shape recognition

Shape matching

Short-term memory

Players

Each child works individually but a group of 6 children could use the equipment at the same time.

There are two sets of equipment.

Set 1

Equipment -

8 boards showing the outline of a pattern composed of the same individual shapes, eg all triangles or circles.

- Individual shapes to match the pattern on the boards

To Play

- 1. The children sit around a low table or on the floor.**
- 2. The teacher gives the child a board and the corresponding shapes.**
- 3. The child places the shapes within the outlines on the board.**
- 4. Then the child recreates the same pattern as on the board but next to the board.**

Set 2

Equipment

- 8 small cards showing a picture in outline, made up of a variety of shapes.**
- Individual shapes to match those on the cards in the same size ratio though much larger.**

To Play

- 1. The teacher gives the child one of the small cards and helps the child to identify the shapes and the overall picture.**
- 2. The child then receives the corresponding shapes and tries to recreate the**

picture.

Ideas for simple shape pictures: ice-cream cones, flower, train, person, cat, TV.

Bouncing Balls

Skill

Ability to count 1, 2, 3

Number matching

Turn-taking

Players

2 - 6

Equipment

- Large chalkboard or poster showing a simple staircase of 8 steps. On the bottom step is stuck a small basket to collect the bouncing balls, on the top step is drawn a picture of a child.

Ball counters, in 6 different colours

1 die with numbers 1, 1, 2, 2, 3, 3

Shaker for die

To Play

1. The teacher places the chalkboard/poster on a low table or on the floor and the children sit around in a semi-circle.

2. Each child chooses a ball and places it in the arms of the child drawn on the top step of the flight of stairs.

- 3. The teacher should then check to make sure that each child can remember which ball is theirs.**
- 4. The teacher tells the children that the child holding all the balls sneezes and drops the balls which bounce down the stairs and hopefully collect in the basket at the bottom.**
- 5. The children take it in turns to throw the die and 'bounce' their ball down the appropriate number of steps.**
- 6. The first child to 'bounce' their ball into the basket at the bottom of the stairs is the winner.**

Caterpillars

Skill

Ability to count 1, 2, 3

Turn-taking

Players

1 - 6

Equipment

- Board with large caterpillar drawn; caterpillar should have a head and 8 segments.**
- Counters; different shells may be used**
- Small clear plastic bags filled with small items for counting:**
 - 10 bags with 1 object inside**
 - 10 bags with 2 objects inside**
 - 10 bags with 3 objects inside**

- Cloth bag

To Play

- 1. Place the board on the floor or on a low table and have the children sit around in a semi-circle.**
- 2. Each child then chooses a counter to move around the board and places it on the caterpillar's head. The teacher should check before the children start to play that they understand the rules and that they remember which counter is theirs.**
- 3. The teacher places all the small plastic bags inside the cloth bag.**
- 4. The children take it in turns to select, without looking, a small bag from the cloth bag.**
- 5. The child then counts the number of items inside the plastic bag and moves his/her counter the same number of places forward.**
- 6. The first child to make it to the caterpillar's tail, segment 8, is the winner.**

Bingo

Picture Bingo

Skill

Picture recognition

Listening skills

Players

2 - 8

Equipment

- A board for each child. Each board is divided into 6 squares, each containing a

different picture.

- **Individual cards with one of each of the same pictures which appear on the children's boards**
- **Cloth bag for individual picture cards**
- **Counters, enough to cover all the pictures**

To Play

- 1. This game should ideally be played around a low table or on the floor with the children sitting around in a circle. This makes it easier for the children to see the picture they need to look for on their board. However this game could also be played with the children sitting at desks facing the teacher.**
- 2. Each child chooses a board. It is then important that the teacher checks that all the children are familiar with the different pictures.**
- 3. The teacher chooses an individual picture card out of the bag and calls out the object's name. If the child has the same picture on their board then they cover that picture with a counter. If the child does not have that picture then they do nothing.**
- 4. The cards should then be placed where the children can see them as often the child will be able to match the picture but not identify the object.**
- 5. The first child to cover all of the 6 pictures on their board with a counter is the winner.**

The game is quite a short one so can be played a few times at one sitting. Each time a new game is played have the children swap their boards amongst themselves. If the children are able, they could take it in turns to pick out the cards and call out the names of the objects.

Number Bingo

Skill

Number recognition: 1 to 31

Listening skills

Players

2 - 10

Equipment

- **Board for each child. Each board is divided into 6 squares and each square contains a different random number 1 - 31**
- **Individual number cards for numbers 1 - 31**
- **Cloth bag for the individual cards**
- **Counters to cover the numbers on the board**

To Play

- 1. The children should either sit in a circle around a low table or on the floor. If this is impossible then they can sit at desks where they can easily see the teacher.**
- 2. Each child chooses a board.**
- 3. The teacher picks out an individual number card from the cloth bag and calls out that number. The card is then placed where everyone can see it or the teacher can write the number on the chalkboard.**
- 4. If the child has that number on their board then they cover it with one of the counters.**
- 5. If the child does not have that number then they do nothing.**

6. The first child to cover all the numbers on their board is the winner.

7. At this point the child should shout 'Bingo' to show everyone that they have finished.

If playing many rounds of this game, then swap boards and the children can take turns at being the 'caller'.

Heads and Hats

Skill

Counting skills: 1 to 4

Turn-taking

Players

2 - 6

Equipment

- 6 long boards, each with the pictures of 10 heads drawn on them**
- 8 lollipop sticks painted red at one end. At the other end each has a different number of dots for counting: 2 sticks with 1 dot, 2 sticks with 2 dots, 2 sticks with 3 dots, and 2 sticks with 4 dots**
- Box of 60 hats cut out of thin card (large enough to fit on the heads drawn on the boards)**
- Pot for the sticks**

To Play

1. The children sit around in a circle either on the floor or around a low table.

- 2. Each child is given a board. The teacher should make the children aware that they all have the same number of heads on their boards.**
- 3. The sticks are placed in the pot with the red end sticking out of the pot.**
- 4. The children take it in turns to choose a stick from the pot.**
- 5. The child then counts the number of dots on the end of the stick and picks up the corresponding number of hats. These are placed on any of the heads on their board.**
- 6. The stick is replaced in the pot with the red end sticking out of the pot.**
- 7. The first person to put a hat on every head on their board is the winner.**

Logical Sequencing

Skill

Sequencing skills

Players

Each child works individually but up to 8 children could use the equipment at one time.

Equipment

- Long boards with 4 pictures which tell a basic 'story'. Pictures are not coloured.**
- Individual cards which match the boards, 4 for each board. Pictures are coloured.**

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. The teacher gives each child a board and the matching 4 cards.**
- 3. The children match by placing the same card on top of the matching picture on**

the board.

4. Once the children can do this, re-mix the cards and have the child place the cards directly below the board but still in the correct sequence.

5. Encourage the children to tell you what is happening in the sequence. What makes it logical?

6. If the child is able to do this easily, take away the board and have the child sequence the cards without a pattern to follow.

Ideas for picture sequencing;

Bottle of soft drink:

Picture 1: Full bottle with cap still on.

Picture 2: Cap off and a little drink missing.

Picture 3: $\frac{3}{4}$ of the liquid missing.

Picture 4: An empty bottle.

Whole apple, one bite missing, lots of bites missing, core.

Balloon being blown up, last picture balloon bursts.

House being built.

Child getting dressed.

Cake being eaten away.

Body Game

Skill

Recognition and matching of numbers 1 to 6

Understanding and recognition of body parts

Turn-taking

Players

1 - 8

Equipment

- **8 boards, with body outlines complete with pants and vest and facial features**
- **Large board with parts of the body drawn on and a corresponding number:**
 - 1 = head 4 = hand (or hands)**
 - 2 = shirt/stomach 5 = leg (or legs)**
 - 3 = arm 6 = foot (or feet)**
- **Box of 48 body parts: 8 of each of the 6 parts, as above**
- **Die with numbers 1 - 6**

To Play

- 1. The children either sit around a low table or on the floor in a semi-circle, so that they can all see the large board showing body parts.**
- 2. Each child receives a body outline board.**
- 3. The children take it in turns to throw the die. The number the child rolls is then matched to the number and its corresponding body part on the large board.**
- 4. The child then selects that particular body part from a tray in the centre and places it in the correct place on their own board.**
- 5. If the child already has that body part then the die passes to the next player.**
- 6. The first child to complete their body is the winner.**

Raise the Flag

Skill

Understanding that numbers progress from 1 to 15

Ability to count from 1 to 4

Turn-taking

Players

2 - 6

Equipment

- **6 boards with a flagpole and a national flag, eg Union Jack, that can be raised**
- **Die showing the numbers 1 to 4 (1, 2, 2, 3, 3, 4)**
- **Shaker for die**

To Play

- 1. The children sit around a low table or on the floor so they can see how their opponents are progressing in the game.**
- 2. Each child receives a board to play on.**
- 3. The children take it in turns to throw the die and move the flag the same number as shown on the die, up the flagpole.**
- 4. The first person to raise their flag to the top of the flagpole is the winner.**

Add and Colour

Skill

Ability to count from 1 to 7

Turn-taking

Players

2 - 6

Equipment

- **Pre-drawn pictures for the children to colour. Each picture is divided into 5 sections. Each section is numbered randomly from 3 - 7.**
- **2 dice: die 1 - numbers: 1, 1, 2, 2, 3, 3 die 2 - numbers: 2, 2, 3, 3, 4, 4**
- **Colouring pencils**
- **Shaker for dice**

To Play

- 1. The children sit around a low table or on the floor.**
- 2. Each child is given a colouring sheet and the colouring pencils are placed within easy reach.**
- 3. The children take it in turns to throw the 2 dice.**
- 4. The child adds up the sum of the 2 numbers and then finds that number on their colouring sheet and colours in the appropriate section.**
- 5. If, when the child throws the dice, they find they have already coloured in that part then the dice pass on to the next player.**
- 6. The winner is the child who finishes colouring in their sheet first. (There is often no real winner, though.)**

Ideas for colouring pictures: snake, flower, washing line with washing, boats on the sea, bus.

To make the game more difficult use 2 dice with 'larger' numbers and adapt a colouring sheet accordingly.

Bowls and Spoons

Skill

Ability to count from 1 to 4

Recognition of colours

Turn-taking

Players

2 -5

Equipment

- Board with 5 different coloured plastic bowls stuck on; leading from each bowl is a ladder numbered 1 - 12**
- 5 spoons, the same colours as the bowls**
- Die with numbers 1 - 4 (1, 2, 2, 3, 3, 4)**
- Shaker for die**

To Play

- 1. Place the board on a low table or the floor and have the children sit around in a semi-circle.**
- 2. Each player chooses a spoon and places it at the bottom of one of the ladders.**
- 3. The teacher then checks that the children remember which spoon is theirs and which bowl matches their spoon.**
- 4. The children take it in turns to throw the die and move their spoon 'up' a ladder.**
- 5. Once at the top of the ladder the spoon has to go in the same colour bowl. The first person to do this is the winner.**

Harder adaptation

Equipment

- As above but also add another die. This die should have coloured sides, the same colours as the spoons and bowls.

To Play

- 1. The children take it in turns to throw both the dice and move the spoon of the same colour as appears on the second die up the ladder. This way the child will probably end up 'helping' their friends. This is a more difficult adaptation as the children have 2 aspects to concentrate on.**
- 2. Play the game exactly as before.**

Tarzan

Skill

Ability to count from 1 to 4

Turn-taking

Players

2 - 6

Equipment

- Long narrow board with house at far left end and pool of water at far right end with 12 palm trees in between. These could have string attached to 'help' Tarzan swing through the forest.

- **6 Tarzan figures, each wearing different coloured shorts**
- **1 monkey figure**
- **Die with numbers 1 - 4 (1, 2, 2, 3, 3, 4)**
- **Shaker for die**

To Play

- 1. Place the board on a low table or on the floor and have the children sit around in a semi-circle.**
- 2. Each child chooses a Tarzan figure and places it in the house on the board.**
- 3. The teacher should then check that the children remember which Tarzan is theirs.**
- 4. The teacher then tells the children that Tarzan wants to leave his house and swing through the trees to the lake for a swim.**
- 5. The children take it in turns to throw the die and swing through the trees towards the pool.**
- 6. If the child gets a 3 when they throw the die then they swing through 3 trees.**
- 7. The first person to the pool is the winner.**

Harder adaptation

- 1. One of the children, or the teacher, becomes the monkey. The rest of the group choose a Tarzan as before.**
- 2. The person with the monkey places it on whichever tree they choose.**
- 3. The rest of the players place their Tarzans in the house as before.**
- 4. The game is played in the same way as before. However when the monkey throws the die the player moves the monkey so that, if possible, it lands on the**

same tree as a

Tarzan. If this occurs then the Tarzan must return to the house and start again.

5. The monkey can move either forwards or backwards on the throw of the die.

Animal Mazes

Skill

Basic decision-making

Fine motor skills

Hand-eye control

Players

Each child works individually but a group of 6 children could use the equipment at the same time.

Equipment

- 20 boards covered with clear plastic. Each board has an animal drawn in the centre and a simple maze drawn around it. The 20 boards range in difficulty, from one choice in direction to five choices.

- 'Write-on, wipe-off' felt tip pens

- Cloth or tissue

To Play

1. Using the pen, the children try to find a path to reach the animal in the centre of the board. If their way becomes blocked then they must turn around and choose another route.

2. Once the teacher has seen that the child has 'met' the animal correctly then the

child cleans the board and moves onto the next card.

Choose a Number

Skill

Ability to count from 1 to 4

Matching

Turn-taking

Players

2 - 8

Equipment

- Large board with 4 plastic pots stuck on; the 4 pots need to be labelled 1 to 4, with the corresponding number of pictures, ie the pot labelled with the number 1 also has

1 picture and so on

- 40 counting cards. These cards have different pictures for counting - stickers are the easiest things to use:

10 cards with one picture

10 cards with two pictures

10 cards with three pictures

10 cards with four pictures

To Play

1. The teacher needs to decide which numbers to practise with the group: 1 - 3 is basic and 1 - 4 is slightly more advanced.

- 2. The teacher then places the board on the floor or on a low table and the children sit around in a semi-circle.**
- 3. The teacher shuffles the counting cards and deals out an equal number to each child, about 4 cards each.**
- 4. The teacher explains to the children that the pot with the number 1 and one picture on the front collects cards with one picture, and so on for the other numbers.**
- 5. The first child takes one of their counting cards and counts the number of pictures and then places the card in the relevant pot. Some children will need to be helped with this at first.**
- 6. When the children understand the game change the rules so that if the child places the card in the wrong pot, then they must take it back and try again on their next turn.**
- 7. The winner is the first person to place all their cards in the correct pot, but as the teacher will probably end up helping certain children a great deal there is no actual winner.**

Pairs Matching

Skill

Object permanence

Object and colour matching

Players

2 - 4

Equipment

- Pack of 24 cards: 12 different designs, 2 cards of each design

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. The teacher shuffles all the cards and deals out 4 cards to each player.**
- 3. The teacher then places the rest of the cards in a pile in the centre of the circle where everyone can reach them.**
- 4. The children then place the cards in front of them so that everyone can see all the cards.**
- 5. If the child has been dealt a pair of cards then they immediately put these together.**
- 6. The children take it in turns to take a card from the centre pile and to try to match it with one of theirs. If they can make a pair they keep the card. If they cannot make a pair then the card is returned to the bottom of the pile.**
- 7. The game continues until the children have managed to match all the pairs of cards.**
- 8. The child with the most pairs of cards is the winner.**

Alternative

The children play as before placing the cards in front of them. However, if when a child takes a card from the centre pile they cannot match it themselves then they can 'steal' another person's card to form a pair.

Matching Number Cards

Skill

Ability to match numbers 1 to 20

Picture matching

Ordering

Sequencing of numbers

Equipment

**- 2 identical sets of 20 cards; each set has a card for the numbers 1 - 20
(Number 1 plus 1 object, number 2 plus 2 objects, etc)**

Ideas for activities

1. Give the children any combination of cards, eg cards 1 - 5, and ask them to place them in consecutive order. Shuffle them first.

2. Lay the cards out in an ordered number line as in idea 1 above. The children close their eyes and the teacher takes one of the cards away and closes up the line. The children open their eyes and try to decide which card is missing.

3. Pairs 1 - 12 are placed randomly, face-down, in the middle of the circle of children.

The children take it in turns to select 2 cards and try to make a matching pair. If the cards do not match they must be returned face-down in the same position. This helps the children remember where certain cards are positioned. If the cards do match then the child keeps the pair. The child with the most pairs at the end of the game is the winner.

4. Using one set of cards, deal out 3 or 4 cards to each player. These are placed face-up in front of the child. Place the second set of cards, in a pile, face down in

the middle of the circle of children. The children take it in turns to select the top card from the second set and see if they can match it with one of their own cards. If they can, then they keep the pair. If they can't then the card is replaced at the bottom of the pile.

5. Sort out the cards 2 - 6 from both sets, shuffle them and place them in a pile face down in the centre of the circle of children. The children take it in turns to select the top card and run around the room trying to find the correct number of objects, eg if the child picks the card number 4 they must quickly collect four objects and if small enough place them on top of the card they chose. This game works much better if the children know they will receive a sweet if they collect objects quickly!

Cakes

Skill

Number recognition 1 to 6

Ordering of numbers 1 to 6

Colour matching

Turn-taking

Players

1 - 4

Equipment

- 4 sets of 6 cake cards each. Each of the 4 sets of cards has cake cases in one colour: red, yellow, green or blue. The cakes have cherries painted on, from 1 to 6

cherries.

- **1 die, with numbers 1 - 6**
- **Counters in four colours: red, yellow, green and blue**
- **Shaker for die**

To Play

- 1. The children sit around a low table or on the floor in a circle.**
- 2. Each child is given one set of cake cards. These are then sorted into a row, starting with the cake with 1 cherry and finishing with the cake with 6 cherries.**
- 3. The children then take it in turns to throw the die. If the child rolls a 3, then they find their cake with 3 cherries and select the correct number of counters to cover the cherries. The counters chosen by the child have to be the same colour as the cake case.**
- 4. If the child rolls the die and the appropriate cake already has its cherries covered with counters, then the die passes straight onto the next player.**
- 5. The winner is the first person to cover all their cakes with the correct number of cherries.**

Where are the Clothes?**Skill****Recognition of simple shapes****Colour recognition****Colour matching****Turn-taking**

Players

1 - 4

Equipment

- **Large board with grid of 4 squares by 4 squares. The grid board is labelled across the top with the 4 colours: red, yellow, green and black. These label the columns. The squares down the side of the grid are labelled with the 4 articles of clothing: shorts, T-shirt, shoe and hat. These label the rows.**
- **Box of 64 small cards with pictures of four types of coloured clothes: shorts, t-shirts, hats and shoes, 16 of each. 4 of each type of clothing in the four colours red, yellow, green and black**
- **2 dice: die 1 with 4 colours - red, yellow, green and black die 2 with 4 different articles of clothing: shorts, t-shirt, shoe and hat**
- **Shaker for dice**

To play

- 1. The teacher places the large board on a low table or on the floor and the children sit around in a circle.**
- 2. The teacher then deals out the same number of clothes to each child. Here the teacher must decide whether to give each child each type and colour of clothing, eg 6 items, or a few of each or just one particular colour or one particular type of clothing.**
- 3. The children then take it in turns to throw the 2 dice and select the correct article of clothing, eg if the coloured die shows red and the clothing die shows a T-shirt, then the child has to find their red T-shirt. The children will need some help**

with this to start with.

4. The child then places this article on the board in the correct square (where the red column meets the T-shirt row)

5. The winner is the first child to place all their clothes on the board.

Alternatives

1. Place all the different clothes cards in a pile in the middle of the circle and the children have to first identify, then find and place the correct article in the correct square.

2. Play in 2 teams. Place all clothes cards in one pile on a tray at the far end of the room. Each child takes it in turn to throw the dice as before. Two people, one from each team, run to the tray with the clothes cards at the other end of the room, and select the correct card. The first team to place their card on the board correctly can keep it there. The winning team is the one that manages to place the most pieces correctly on the board. In this game the teacher would need to be the judge and to keep the two teams' scores.

Linking Rings

Skill

Colour matching

Recognition of numbers 1 to 3

Turn-taking

Some understanding of 'length'

Players

2 - 8

Equipment - Set of linking rings, easily available from toy shops. (Could use any objects that will link or stack.)

- 2 dice: die 1 with numbers 1 - 3 (1, 1, 2, 2, 3, 3) die 2 with the same colours as the linking rings (usually red, green, blue and yellow)

- Shaker for dice

To Play

- 1. Place the linking rings in a pile either on the floor or on a low table and have the children sit around in a circle.**
- 2. The children take it in turns to throw both the dice.**
- 3. When the child has thrown the dice s/he identifies the colour and the number of dots on the die and then picks up the same colour and number of linking rings.**
- 4. The child then links these together (or stacks them) and the next child takes a turn.**
- 5. The game is played for either 2 or 3 rounds, so that each child has the same number of throws.**
- 6. The teacher then helps the children to measure their chains against each others', whoever has the longest chain (or the tallest tower) is the winner.**

Variation

Play the game the other way around:

- 1. The teachers shares out the linking rings amongst the children.**
- 2. The children throw the 2 dice as before, but this time take away links from their**

chain.

3. Play for either 2 or 3 rounds as before.

4. The player to lose all their chains or who has the shortest chain is the winner.

Jungle Walk

Skill

Ability to count 1 to 6

Possibly simple additions

Ordering

Players

2 - 6

Equipment

- Board with picture of a path through a jungle. The path is divided into 20 squares with a small number of yellow squares distributed randomly.

- Yellow cards (see photo - pile of yellow cards face down). These cards have questions or problems written on them. They are placed in a pile in the middle of the board and one is taken if the child's animal lands on one of the yellow squares, which are randomly placed along the path. These cards can be used to practice whatever the teacher feels appropriate.

Ideas: dots for counting, colour squares for simple identification, subtraction sums or even sums that the children must use a calculator to work out.

- 6 plastic animals to walk through jungle

- Die with numbers 1 - 6

- Shaker for die

To Play

- 1. The board is placed either on a low table or on the floor and the children sit around in a circle.**
- 2. The children each choose an animal to move around the board. The animals are placed on the start, an area just before the path begins.**
- 3. The teacher should then check that the children can remember which animal is their own.**
- 4. The children take it in turns to throw the dice and move their animal around the board the same number of spaces.**
- 5. If the animal lands on a yellow square then the child must pick up a yellow card from the pile.**
 - If the child can work out the answer or name the colour correctly etc, then the teacher rewards them by moving their animal one square further along the path.**
 - If the child cannot answer correctly, then the teacher does not move their animal a square further along, and the turn passes to the next child. At the next turn the child resumes play as before.**
- 6. The yellow card is replaced at the bottom of the pile.**
- 7. The first person to the finish is the winner.**

Four in a Row

Skill Ordering

Sequencing

Basic problem-solving

Players

2 - 8, playing in pairs

Equipment

- 4 grid boards , each board divided into 25 squares (5 x 5)**
- Plastic counters, 13 of the same colour for each player**

To Play

- 1. The children sit around a low table or on the floor.**
- 2. Each pair of players will need a grid board and two sets of plastic counters.**
- 3. The children take it in turns to place one of their counters on the board. The aim of the game is to try and lay 4 of your counters in a straight row in any direction, horizontal, vertical or diagonal.**
- 4. The children need to try and play strategically and 'block' their partner so they find it difficult to lay a row of 4 counters.**
- 5. The winner is the first player to achieve a row of 4 counters in their colour.**

Add Two

Skill

Basic addition sums

Recognition of numbers 1 to 7

Players

1 - 6

Equipment

- **6 small boards, each with the numbers 2 - 7 somewhere on them**
- **2 dice - die 1 with numbers 1 ,1 ,2 ,2, 3 ,3 die 2 with numbers 2 ,2 ,3 ,3 ,4 ,4**
- **Plastic counters**
- **Shaker for dice**

To Play

- 1. Each player receives a board and should be able to reach the counters.**
- 2. Each child takes it in turn to throw the 2 dice and then adds up the total of the two.**
- 3. If the child has that number still uncovered on their board then they cover the number with a counter.**
- 4. The first person to cover all the numbers on their board with a counter is the winner.**

This game can easily be adapted to fit the ability of the children: simply change the numbers on the two dice and match them with new numbers on the children's boards.

Snakes and Ladders

Skill

Ordering of numbers 1 to 25

Ability to count numbers 1 to 6

Turn-taking

Players:**2-8****Equipment:**

- Large board for playing game, 1 metre square, divided into a grid of 5 squares by 5. The squares are numbered from 1 to 25, starting in the bottom left hand corner. Pictures of snakes and ladders are drawn, randomly connecting 2 squares in different rows (see photograph below).
- Dice with numbers 1 - 6
- Plastic figures as counters, each a different colour (eg plastic animals)
- Shaker for dice

To Play

1. Lay the board on the floor and have the children sit around in a semi-circle.
2. Each child then chooses a plastic figure as their counter to move around the board.
3. The teacher then needs to check that the children remember which figure is theirs and explain the rules of the game before anyone starts to play.
4. The teacher also needs to explain which way the numbers on the board progress.
5. The children take it in turns to throw the die. They then move their figure forward the same number as the number that appeared on the die.
6. If the figure ends its move on a square with the base of a ladder the child moves the figure 'up' the ladder.
7. If the figure ends its move on a square with the head of a snake the child moves the figure down to the bottom of its tail. The snake ate the figure !!

8. The first person to square 25 is the winner.

Adaptation

Use a large piece of playground chalk (or natural chalk) and draw a very large plan of a Snakes and Ladders board on the concrete outside. The children then become the 'figures' and move themselves around the board. Either use a giant home-made die or if easier have the children draw out large numbers, 1 - 6, randomly from a cloth bag.

Grid Number Work

Skill

Basic prediction

Recognition of numbers 1 to 10

Basic addition sums 2 to 10

Players

1 - 8

Equipment

- 4 grid boards (1 or 2 children use each board) of 5 squares by 5 squares. The grid has a horizontal axis of numbers 1 - 5 and a vertical axis of numbers 1 to 5.**
- 4 sets of 25 number cards, either using numbers or dots for counting**
- 25 number cards from 1 to 10 in the following quantities:
2 (1 card); 3 (2 cards); 4 (3 cards); 5 (4 cards); 6 (5 cards);
7 (4 cards); 8 (3 cards); 9 (2 cards); 10 (1 card)**

To Play

- 1. The children should ideally have the opportunity to play this game by themselves first as the concept is often initially difficult to understand.**
- 2. The children sit around a low table or on the floor with a board and set of number cards for each pair of children.**
- 3. The children place all 25 number cards in front of them.**
- 4. Each player takes it in turn to select a card and try to place it in the correct square on the grid. The children choose a number on each axis and follow the column and row to where they meet here the sum of both numbers is placed, eg if the child chooses 2 on the horizontal and 3 on the vertical, then the sum of the 2 numbers is 5. Therefore a card 5 would be placed where the row and column meet.**
- 5. The children keep choosing the sum to complete and the relevant number card until all the cards have been used up.**
- 6. It is then important for the teacher to draw the child's attention to the pattern created on the grid:**
 - The sums of the numbers appear in diagonal rows.**
 - $2 + 3$ is the same as $3 + 2$, they both add up to 5.**
 - Could the children predict what $6 + 1$ or $5 + 2$ would be?**
 - Both the rows and columns have consecutive number lines.**

This activity could then be turned into a game by placing all the number cards into a cloth bag:

- 1. The 2 players take it in turns to select a card and to try to place it correctly on the board; if they are able to, then they score a point (place a counter in their pot, to be counted at the end of the game).**

- 2. If they are not able to place the card correctly on the first attempt, the card is replaced in the bag.**
- 3. When all the cards have been placed on the grid then the counters in both pots are counted.**
- 4. The child with most counters is the winner.**

Top Ten

Skill

Addition

Ability to make a number board equalling 10

Recognition of written numbers

Problem-solving

Players

1 - 4

Equipment

- 2 boards, each divided into 9 squares. (Each board can be used by 1 or 2 players)

- 4 sets of number cards, 1 - 5

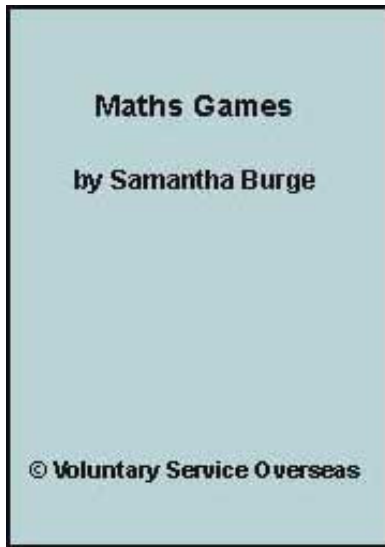
To Play

- 1. If this game is likely to prove difficult for the children the teacher should encourage them to play it alone to start with.**
- 2. When playing in pairs, the teacher gives each pair of players 1 board and 2 sets of number cards 1 - 5.**

3. The 2 players take it in turn to lay a card on the grid and to try to make a row of 3 numbers that will add up to 10. The row can be horizontal, vertical or diagonal.
4. The first child to achieve 10 in a row is the winner.



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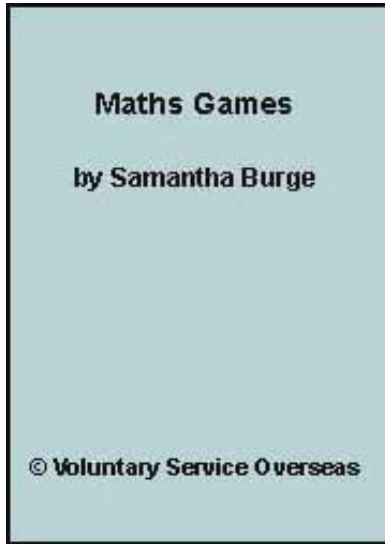
About the Author

The author is a qualified special needs teacher who has experience of teaching both adults and children with learning disabilities ranging from moderate to severe. Her particular interests are teaching through the use of games, developing Life Skills activities and making and using toys and craft equipment. Samantha worked for three years as Special Education Teacher in a school for children with learning disabilities in Thailand. Her work

involved both working with the children as well as in-service training of the other teaching staff.



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