

What can you do with multiple packs of numeral cards, 1 to 30?

Use the numeral cards 1-10

Activity	Related Outcomes	Resources
1. What did you take? 1 to 10 <i>Pairs.</i> Put the cards in order on the desk, 1 to 10. One student closes eyes, while partner removes one card and then moves other cards so space is hidden. First student identifies missing card. If student is correct on first answer, s/he takes a bear/counter/animal. Swap roles.	LFN Numeral Id. 0 FNWS 0 BNWS 0	One set of small numeral cards, 1-10 for each pair.
2. Missing card, 1 to 10 <i>Pairs.</i> One student holds pack of cards face down and closes eyes. Partner takes one card and hides it. First student lays cards out, in order, to identify missing card. Partner confirms correct answer. Swap roles	LFN Numeral Id. 0 FNWS 0 BNWS 0	One set of small numeral cards, 1-10 for each pair.
3. Concentration, 1 to 10, numerals <i>Pairs.</i> Two students put the 20 cards face down on the desk. Students take turns to turn over two cards. If the cards match, the student keeps the pair. See who has the most cards when all have been picked up. (Can also play with two sets of cards from 1 to 5, or 6 to 10, depending on the players' skills)	LFN Numeral Id. 0	Two sets of small numeral cards 1-10 for each pair.
4. Concentration, 1 to 10, numerals and pictures <i>Pairs.</i> Two students put the 20 cards (10 numeral cards and 10 picture cards 1-10) face down on the desk. Students take turns to turn over two cards. If the cards match, e.g. one elephant and numeral 1, the student keeps the pair. See who has the most cards when all have been picked up. (Can also play with two sets of cards from 1 to 5, or 6 to 10, depending on the players' skills)	LFN EAS 0 Numeral Id. 0	One set of small numeral cards, 1-10, and one set of picture cards, 1-10 for each pair.
5. Lids in lines <i>Pairs or individual.</i> Students put numeral cards in order, 1 to 10. Under each card, place an appropriate column of lids/counters/bears. Variation: Teacher or partner places numeral cards in random order, before lids are placed in columns.	LFN EAS 0 Numeral Id. 0 FNWS 0 BNWS 0	One set of small numeral cards 1-10, container of lids, counters or bears for each pair or individual.
5. Make a lid kit, 5 to 10 <i>Pairs.</i> Students put numeral cards in order, 5 to 10. Under each card, place an appropriate column of lids. Put the numeral cards and lids into a container, and pass onto another pair of students who have to place the cards and lids into appropriate groups. (A different colour or type of lid should be used for each number)	LFN EAS 0 Numeral Id. 0 FNWS 0 BNWS 0	One set of small numeral cards 5-10, lids, empty container for each pair.

6. Addition to 10 <i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and state what needs to be added to make ten, e.g. pick up 4 and give the answer "6". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)	LFN EAS 2	Two sets of small numeral cards 1-10 and answer card for each pair.
7. Subtraction from 10 <i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and subtract that from 10, e.g. pick up 7 and say "10 - 7 = 3". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)	LFN EAS 2	Two sets of small numeral cards 1-10 and answer card for each pair.
8. Flip and see <i>Pairs or small groups.</i> Each student has a large collection of pop sticks and a base board divided into tens and ones columns. Place the numeral cards 0-9 face down, and take turns to pick up two cards. Place cards on the baseboard in the two columns, and then bundle sticks to make the correct number of tens and units. Discuss how many tens and ones were made.	LFN Base Ten Level 1	Two sets of small numeral cards 0-9 for each group; baseboard, pop sticks and elastic bands for each student.
9. Highest number wins <i>Pairs or small groups.</i> Students place cards face down in a pile in the middle of the group, and take turns to pick up two cards. Put cards side-by-side to make a two digit number. Largest number in the group wins. Keep a score sheet. <i>Variation:</i> smallest number wins.	LFN Base Ten Level 2	Two sets of small numeral cards 0-9 for each group. Paper for scoring.

Use the numeral cards 10-20 or 1-20

Activity	Related Outcomes	Resources
1. What did you take? 10 to 20 <i>Pairs.</i> Put the cards in order on the desk, 10 to 20. One student closes eyes, while partner removes one card and then moves other cards so space is hidden. First student identifies missing card. If student is correct on first answer, s/he takes a bear/counter/animal. Swap roles. <i>Variation.</i> Play with numeral cards 1-20.	LFN Numeral Id. 1 FNWS 2 BNWS 2	One set of small numeral cards, 10-20 for each pair.
2. Missing card, 10 to 20 <i>Pairs.</i> One student holds pack of cards upside down and closes eyes. Partner takes one card and hides it. First student lays cards out, in order, to find missing card. Swap roles. <i>Variation.</i> Play with numeral cards 1-20.	LFN Numeral Id. 1 FNWS 2 BNWS 2	One set of small numeral cards, 10-20 for each pair.

3. Concentration, 10 to 20, numerals <i>Pairs.</i> Two students put the 20 cards face down on the desk. Students take turns to turn over two cards. If the cards match, the student keeps the pair. See who has the most cards when all have been picked up.	LFN Numeral Id. 1	Two sets of small numeral cards 10-20 for each pair.
4. Concentration, 10 to 20, numerals and ten frame patterns <i>Pairs.</i> Two students put the 20 cards (10 numeral cards and 10 ten-frame pattern cards) face down on the desk. Students take turns to turn over two cards. If the cards match, the student keeps the pair. See who has the most cards when all have been picked up.	LFN Numeral Id. 1 Base Ten 1	One set of small numeral cards 10-20 and one set of ten-frame pattern cards 10-20 for each pair.
5. Race to 20 <i>Pairs or individuals.</i> Students start with a pack of cards in random order, and on "Go" place these in counting order on the floor or the desk. <i>Variation.</i> Place cards in backward counting order.	LFN Numeral Id. 1 FNWS 2 BNWS 2	Set of small numeral cards 1-20 for each pair or individual.
6. Addition to 20 <i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and state what needs to be added to make twenty, e.g. pick up 5 and give the answer "15". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)	LFN EAS 3	Two sets of small numeral cards 1-20 and answer card for each pair.
7. Subtraction from 20 <i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and subtract that from 20, e.g. pick up 8 and say "20 - 8 = 12". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)	LFN EAS 3	One set of small numeral cards 1-20 and answer card for each pair.

Use the numeral cards 2-12

Activity	Related Outcomes	Resources
1. Add two dice <i>Pairs.</i> Put the cards in order on the desk, 2 to 12. Students take turns to throw two dice and add the dice numerals or dots. Student takes the appropriate answer card and "keeps" this. Continue until all cards have been taken. Student who has the most cards at the finish is the winner. <i>Teaching Point.</i> Most students will commence with two dot dice, and progress to two numeral dice when they are comfortable with a counting on strategy. <i>Variation.</i> Student may "take" answer card from partner, if it has already been picked up.	LFN EAS 2	One set of small numeral cards, 2-12 for each pair. 2 dot dice or numeral dice for each pair.

Use the numeral cards 3-18

Activity	Related Outcomes	Resources
<p>1. Add three dice</p> <p><i>Pairs.</i> Put the cards in order on the desk, 3 to 18. Students take turns to throw three dice and add the dice numbers or dots. Student takes the appropriate answer card and "keeps" this. Continue until all cards have been taken. Student who has the most cards at the finish is the winner.</p> <p><i>Variation.</i> Student may "take" answer card from partner, if it has already been picked up.</p> <p><i>Teaching point.</i> Students should be encouraged to use a variety of addition strategies, including doubles, double + or - 1, making to 10.</p>	<p>LFN EAS 3</p>	<p>One set of small numeral cards, 3-18 for each pair. 3 numeral or dot dice for each pair.</p>

Use the numeral cards 1-30

Activity	Related Outcomes	Resources
<p>1. Find the multiples</p> <p><i>Pairs.</i> Put the cards in order and face up on the desk, in rows of 10 or in one long line on the floor.</p> <p>To investigate the multiples of four, turn over 1, 2, 3, and leave 4 facing up. Turn over 5, 6, 7, and leave 8 facing up. Continue until all cards are used. Record as the multiples of 4.</p> <p><i>Variation.</i> For the multiples of four, place the cards in rows of four, and then read the numbers down the right column</p> <div style="text-align: center;"> <p>1 2 3 4</p> <p>5 6 7 8</p> <p>9 10 11 12</p> </div>	<p>LFN M&D 1</p>	<p>One set of small numeral cards, 1-30 for each pair.</p>
<p>2. Make Arrays</p> <p><i>Whole class in pairs or individuals.</i> Students take 12 numeral cards and put these face down on the desk.</p> <p>Follow instructions to place these into 2 rows; 4 rows; 3 rows; 6 rows. Each time, students read out their array: "Three rows of four" etc. Teacher observes strategies students use to divide the tiles into the given number of groups. (One-to-one dealing or one-to-many).</p> <p>Paired work. Students take 16 tiles and find and record their arrays. Try with 20, 24 tiles.</p>	<p>LFN M&D 1</p>	<p>One set of small numeral cards, 1-30 for each pair or individual.</p>
<p>3. Multiple race</p> <p><i>Whole class in pairs or individuals.</i> Students lay out cards in order, face up. When "Multiples of 2/3/4/5" is called out, the correct cards must be located and placed into a separate line, in order</p> <p>.</p>	<p>LFN M&D 1</p>	<p>One set of small numeral cards, 1-30 for each pair or individual.</p>

<p>6. Addition to 30</p> <p><i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and state what needs to be added to make thirty, e.g. pick up 23 and give the answer "7". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)</p>	<p>LFN EAS 4</p>	<p>One set of small numeral cards 1-30 and answer card for each pair.</p>
<p>7. Subtraction from 20</p> <p><i>Pairs.</i> Students place cards face down in a pile in the middle of the desk. Students take turns to pick up a card, read the numeral, and subtract that from 30, e.g. pick up 15 and say "30 - 15 = 15". Partner confirms correct answer by checking on the answer card. Student keeps the card if answer is correct. Swap roles. (See answer cards to be copied and cut out)</p>	<p>LFN EAS 4</p>	<p>One set of small numeral cards 1-30 and answer card for each pair.</p>
<p>6. Missing card 20-30</p> <p><i>Pairs.</i> One student holds pack of cards upside down and closes eyes. Partner takes one card and hides it. First student lays cards out, in order, to find missing card. Swap roles.</p> <p><i>Variation.</i> Students write own cards for another decade, e.g. 50-60.</p>	<p>LFN Numeral Id. 1 FNWS 2 BNWS 2</p>	<p>One set of small numeral cards, 20-30 for each pair.</p>
<p>7. Find your seat</p> <p><i>Whole class.</i> Students sit on the floor in three rows of ten. Each student is given a small numeral card from the 1-30 pack, in order. Students read out the number on their card, in order and then put the card on their sitting spot. Students stand, leave the spot and stand to one side of the room. Students are given a card in random order, from another pack, 1-30. On the signal, they find their spot as quickly as possible, and sit holding their two cards, ready to read out their number.</p>	<p>LFN Numeral Id. 1 FNWS 2 BNWS 2</p>	<p>Two sets of small numeral cards, 1-30.</p>

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