

FRIENDSGIVING

— math centers —





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ROLL & BUILD

SKILLS –

Develop a deeper understanding of two- and three-digit numbers.

PREP-

Print one record sheet for each student.

If you're playing the two-digit version of the game, grab enough dice for each child to have two.

If you're playing the three-digit version of the game, grab enough dice for each child to have three.

ACTIVITY-

Students shake their dice and roll them on a flat surface. Then they arrange the dice on their place value chart at the top of the page to make the largest number possible. For instance, if a student rolled a 3 and 6, she could move the 6 to the tens place and the 3 to the ones place to make the number 63.

Once they've determined the largest number they can create, students will write and draw the number on their sheet.

Then they roll and start again!

EXTENSION-

For students who are ready for more challenge, give them the three-digit sheet to play instead.

You can also mix things up by having children make the SMALLEST number!

Name _____

ROLL & BUILD

Roll two dice and place them in the table below to create the BIGGEST number possible:

TENS	ONES

Then write and draw your number in a space below:

NUMBER	DRAWING

NUMBER	DRAWING

Name _____

ROLL & BUILD

Roll two dice and place them in the table below to create the BIGGEST number possible:

HUNDREDS	TENS	ONES

Then write and draw your number in a space below:

NUMBER	DRAWING

NUMBER	DRAWING

Name _____

ROLL & BUILD

Roll two dice and place them in the table below to create the SMALLEST number possible:

TENS	ONES

Then write and draw your number in a space below:

NUMBER	DRAWING

NUMBER	DRAWING

Name _____

ROLL & BUILD

Roll two dice and place them in the table below to create the SMALLEST number possible:

HUNDREDS	TENS	ONES

Then write and draw your number in a space below:

NUMBER	DRAWING

NUMBER	DRAWING

SPILL THE BEANS

SKILL -

Developing a deeper awareness of making ten and making twenty.

Practice making ten and teen frames.

Working on adding to ten and twenty.

PREP-

Print one record sheet for each student.

Depending on the version you are working on, fill a small cup for each child with the correct number of beans (either 10 or 20).

SPILL THE BEANS ACTIVITY-

Students shake their cup and dump the beans on the table.

They color their picture to match and write the number of reds and whites that landed face up to complete the number sentence.

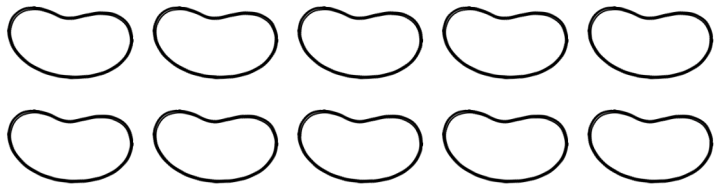
Then they return the beans to their cup, shake and dump again!

Play continues until they've completed all of the rounds on their sheet.

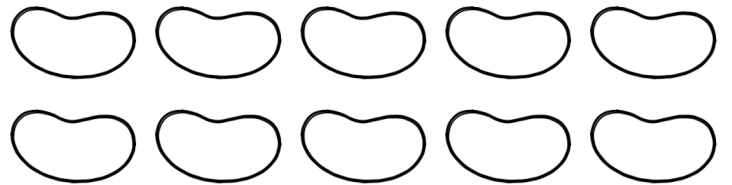
Name _____

SPILL THE BEANS

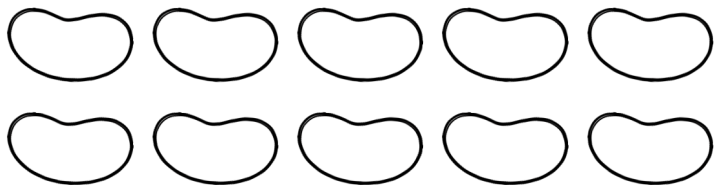
Spill your beans. Color the picture to match. Then write your number sentence.



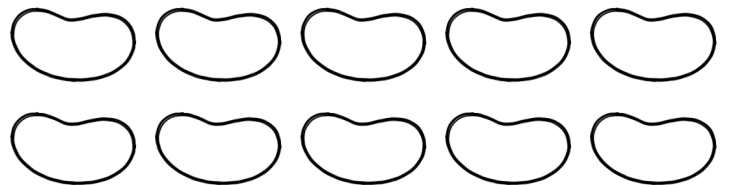
___ and ___ make 10.



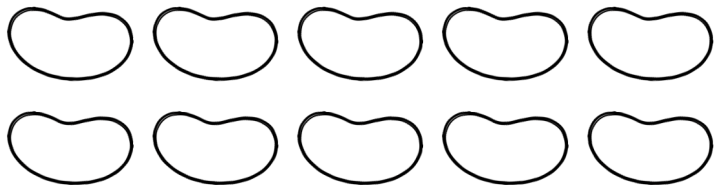
___ and ___ make 10.



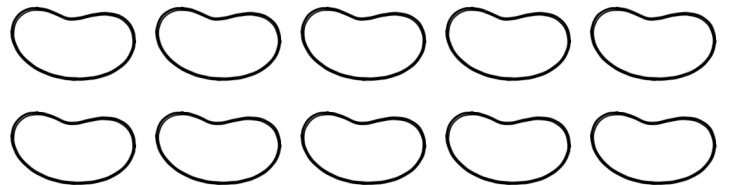
___ and ___ make 10.



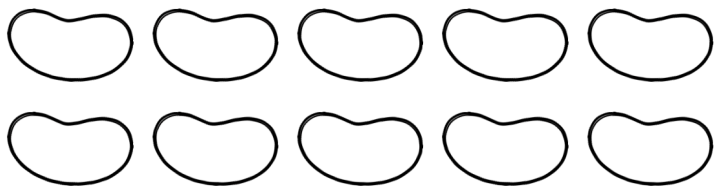
___ and ___ make 10.



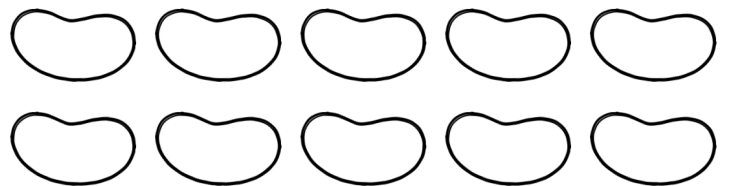
___ and ___ make 10.



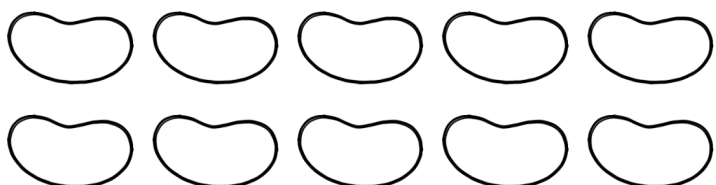
___ and ___ make 10.



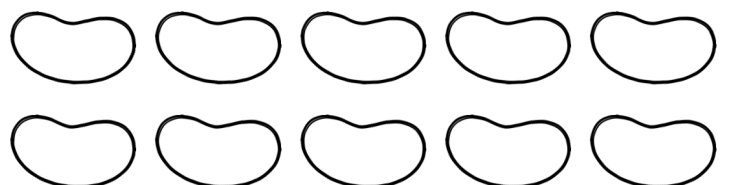
___ and ___ make 10.



___ and ___ make 10.



___ and ___ make 10.

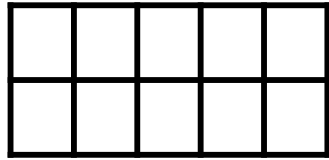
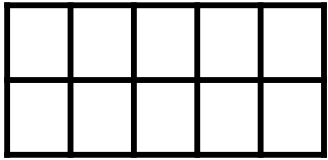


___ and ___ make 10.

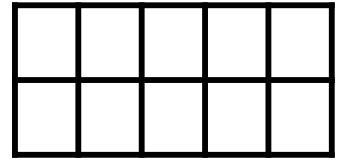
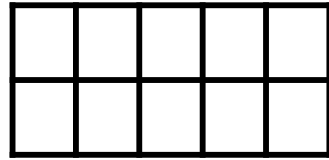
Name _____

SPILL THE BEANS

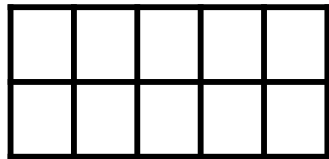
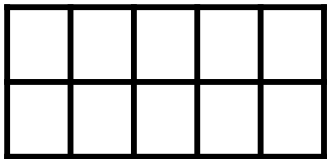
Spill your beans. Color the picture to match. Then write your number sentence.



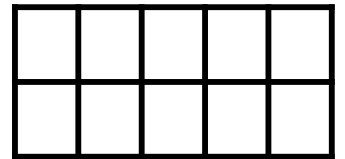
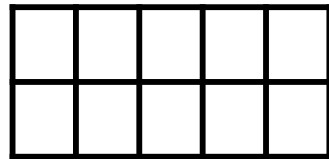
___ and ___ make 20.



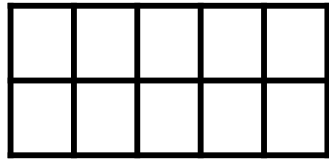
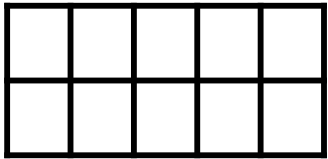
___ and ___ make 20.



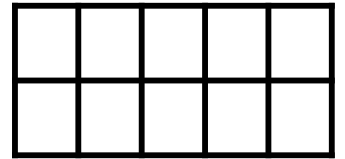
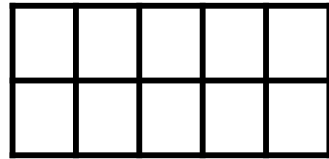
___ and ___ make 20.



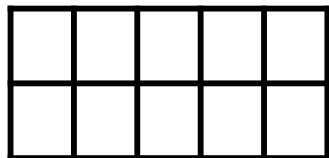
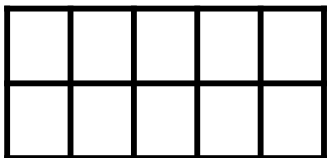
___ and ___ make 20.



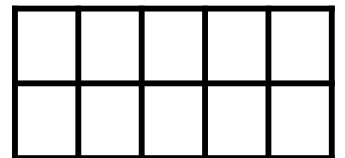
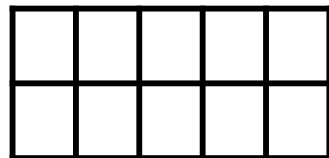
___ and ___ make 20.



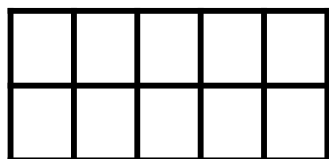
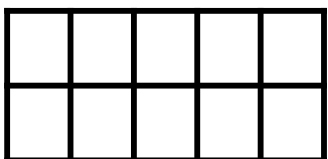
___ and ___ make 20.



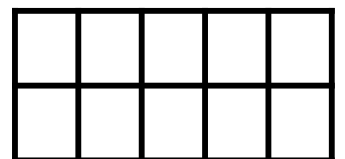
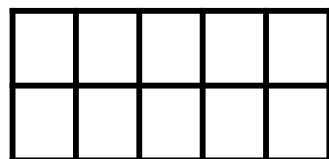
___ and ___ make 20.



___ and ___ make 20.



___ and ___ make 20.



___ and ___ make 20.

ADDITION 4 IN A ROW

SKILL-

Practice addition within 20.

PREP-

Print one record sheet for each student and one game board for each pair of students.

Note: The set includes several versions of game boards so that you can focus on +0 up to +10. Choose the version that is the best fit for your students.

Have students grab a crayon and pencil.

PLAY-

Pair each student with a partner.

Players will take turns choosing a box on their game board, solving the math fact, coloring the box to claim it, and then writing the number sentence on their record sheet.

(They will write their partner's math facts too!)

The first player to claim four boxes in a row is the winner. The team can grab a new game board and play again!

Name _____

ADDITION 4 IN A ROW

Read a math fact out loud, solve it, and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read, solve and color a spot. Write her math fact on your record sheet too. The first player to color 4 facts in a row wins the game!

$2 + 0$	$9 + 1$	$8 + 1$	$3 + 0$	$8 + 1$	$3 + 1$
$1 + 1$	$10 + 0$	$9 + 0$	$5 + 1$	$2 + 0$	$6 + 1$
$3 + 0$	$4 + 1$	$1 + 1$	$6 + 1$	$9 + 1$	$5 + 0$
$9 + 1$	$6 + 0$	$4 + 1$	$1 + 1$	$4 + 0$	$10 + 0$
$7 + 1$	$10 + 1$	$2 + 0$	$5 + 0$	$6 + 1$	$9 + 0$
$4 + 0$	$1 + 0$	$9 + 1$	$7 + 1$	$10 + 1$	$4 + 1$
$2 + 1$	$10 + 0$	$4 + 0$	$8 + 1$	$8 + 0$	$3 + 0$

Name _____

ADDITION 4 IN A ROW

Read a math fact out loud, solve it, and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read, solve and color a spot. Write her math fact on your record sheet too. The first player to color 4 facts in a row wins the game!

$3 + 2$	$7 + 2$	$8 + 3$	$4 + 2$	$5 + 2$	$9 + 3$
$1 + 3$	$10 + 2$	$9 + 2$	$5 + 3$	$2 + 2$	$6 + 3$
$3 + 2$	$4 + 3$	$1 + 3$	$6 + 3$	$9 + 3$	$5 + 2$
$9 + 3$	$6 + 2$	$4 + 3$	$1 + 3$	$4 + 2$	$10 + 2$
$7 + 3$	$10 + 3$	$2 + 2$	$5 + 2$	$6 + 3$	$9 + 2$
$4 + 2$	$1 + 2$	$9 + 3$	$7 + 3$	$10 + 3$	$4 + 3$
$2 + 3$	$10 + 2$	$4 + 2$	$8 + 3$	$8 + 2$	$3 + 2$

Name _____

ADDITION 4 IN A ROW

Read a math fact out loud, solve it, and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read, solve and color a spot. Write her math fact on your record sheet too. The first player to color 4 facts in a row wins the game!

$10 + 10$	$9 + 10$	$6 + 10$	$3 + 10$	$5 + 5$	$7 + 10$
$1 + 10$	$10 + 5$	$9 + 5$	$5 + 10$	$5 + 5$	$6 + 10$
$3 + 5$	$4 + 10$	$1 + 10$	$6 + 10$	$9 + 10$	$5 + 5$
$9 + 10$	$6 + 5$	$4 + 10$	$1 + 10$	$4 + 5$	$10 + 5$
$7 + 10$	$10 + 10$	$2 + 5$	$5 + 5$	$6 + 10$	$9 + 5$
$4 + 5$	$1 + 5$	$9 + 10$	$7 + 10$	$10 + 10$	$4 + 10$
$2 + 10$	$10 + 5$	$4 + 5$	$8 + 10$	$8 + 5$	$3 + 5$

Name _____

ADDITION 4 IN A ROW

Read a math fact out loud, solve it, and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read, solve and color a spot. Write her math fact on your record sheet too. The first player to color 4 facts in a row wins the game!

$4 + 4$	$3 + 4$	$1 + 4$	$8 + 4$	$9 + 6$	$10 + 4$
$1 + 4$	$10 + 6$	$9 + 6$	$5 + 4$	$5 + 6$	$6 + 4$
$3 + 6$	$4 + 4$	$1 + 4$	$6 + 4$	$9 + 4$	$5 + 6$
$9 + 4$	$6 + 6$	$4 + 4$	$1 + 4$	$4 + 6$	$10 + 6$
$7 + 4$	$10 + 4$	$2 + 6$	$5 + 6$	$6 + 4$	$9 + 6$
$4 + 6$	$1 + 6$	$9 + 4$	$7 + 4$	$10 + 4$	$4 + 4$
$2 + 4$	$10 + 6$	$4 + 6$	$8 + 4$	$8 + 6$	$3 + 6$

Name _____

ADDITION 4 IN A ROW

Read a math fact out loud, solve it, and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read, solve and color a spot. Write her math fact on your record sheet too. The first player to color 4 facts in a row wins the game!

$4 + 7$	$2 + 7$	$10 + 9$	$7 + 7$	$5 + 8$	$11 + 9$
$1 + 7$	$10 + 8$	$9 + 8$	$5 + 9$	$5 + 8$	$6 + 7$
$12 + 8$	$4 + 9$	$1 + 7$	$11 + 8$	$9 + 7$	$5 + 9$
$9 + 7$	$6 + 8$	$4 + 9$	$1 + 7$	$4 + 8$	$10 + 8$
$7 + 9$	$11 + 7$	$2 + 8$	$5 + 8$	$6 + 7$	$9 + 8$
$4 + 8$	$1 + 8$	$9 + 9$	$7 + 7$	$12 + 7$	$4 + 7$
$11 + 9$	$10 + 8$	$4 + 8$	$8 + 7$	$8 + 9$	$11 + 8$

Name _____

4 IN A ROW

Each time you and your partner land on a math fact, write the complete number sentence (including the answer!) in the correct column below.

PLAYER ONE	PLAYER TWO

SUBTRACTION SMASH

SKILL-

Practice subtracting from 10.

PREP-

Print one subtraction smash mat for each station. (You can print them on colored paper for a fun pop!)

Laminate the mats or slide them into a page protector to make them reusable.

Print the subtraction cards and cut along the lines to separate the pieces.

Place a tub of playdough at each spot.

Print a record sheet for each student.

PLAY-

Students flip over one card at a time and use their playdough to solve it on their mat.

For instance, if they turned over $7 - 4$, children place seven balls in the ten frame and smash 4 of them, leaving 3 balls intact.

They read the subtraction problem and solution out loud. In our example above, children would say, " $7 - 4 = 3$."

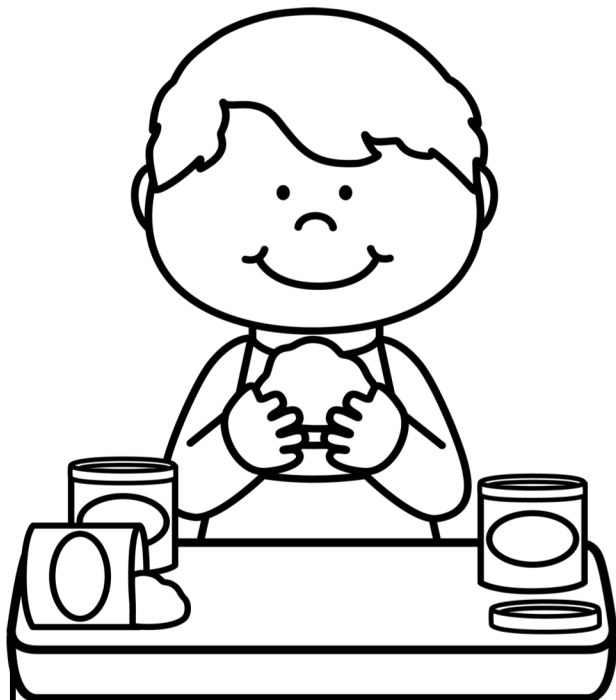
Then, if you're having students record their problems on a record sheet, the child would write $7-4=3$ on his page.

Children continue until the time is finished.

Name _____

SUBTRACTION SMASH

Flip over a challenge card and then use your playdough to solve the problem!



PLACE YOUR CHALLENGE
CARD HERE.

Name _____

SUBTRACTION SMASH

Keep track of the subtraction problems you solve below.

1 $\square - \square = \underline{\quad}$

2 $\square - \square = \underline{\quad}$

3 $\square - \square = \underline{\quad}$

4 $\square - \square = \underline{\quad}$

5 $\square - \square = \underline{\quad}$

6 $\square - \square = \underline{\quad}$

7 $\square - \square = \underline{\quad}$

8 $\square - \square = \underline{\quad}$

9 $\square - \square = \underline{\quad}$

10 $\square - \square = \underline{\quad}$

11 $\square - \square = \underline{\quad}$

12 $\square - \square = \underline{\quad}$

13 $\square - \square = \underline{\quad}$

14 $\square - \square = \underline{\quad}$

15 $\square - \square = \underline{\quad}$

16 $\square - \square = \underline{\quad}$

10-10

10-9

10-8

10-7

10-6

10-5

10-4

10-3

10-2

10-1

$9-9$

$9-8$

$9-7$

$9-6$

$9-5$

$9-4$

$9-3$

$9-2$

$9-1$

$8-8$

$8-7$

$8-6$

$8-5$

$8-4$

$8-3$

$8-2$

$8-1$

$7-7$

$7-6$

$7-5$

$7-4$

$7-3$

$7-2$

$7-1$

$6-6$

$6-5$

$6-4$

$6-3$

$6-2$

$6-1$

$5-5$

$5-4$

$5-3$

$5-2$

$5-1$

$4-4$

$4-3$

$4-2$

$4-1$

$3-3$

$$3-2$$

$$3-1$$

$$2-2$$

$$2-1$$

$$1-1$$

POP IT ADDITION

SKILL:

Build students' conceptual understanding of addition.

Practice writing number sentences.

PREP:

Print the task cards and laminate for added durability. Then cut along the lines to separate the pieces.

Grab enough pop its for every student to have one.

OPTIONAL: Print one record sheet for each student.

ACTIVITY:

Students will pick up one task card at a time and use their pop it to find the answer.

For instance, if a student grabbed the $9 + 3$ card, she would pop 9 circles and then continue popping 3 more to find that there are 12 circles popped all together.

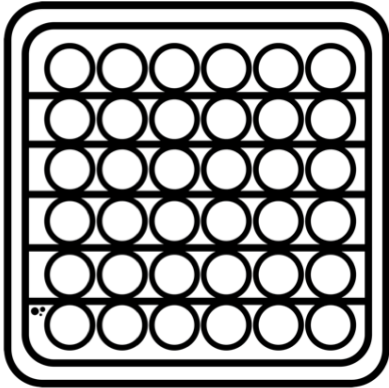
OPTIONAL: If students are ready for more challenge, have them keep track of their results on the record sheet.

Play continues until the sheet is complete or all of the math facts have been popped.

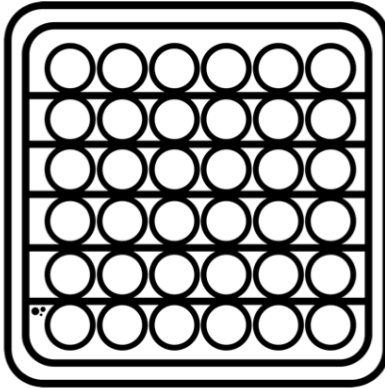
Name _____

POP IT ADDITION

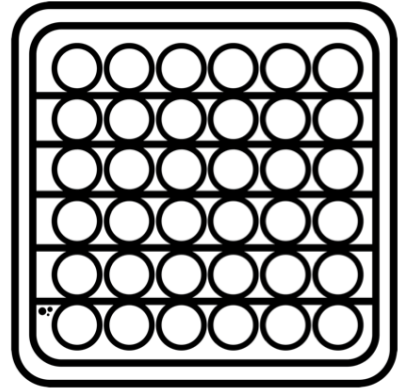
Pop your addition fact. Color the picture to match. Then write your number sentence.



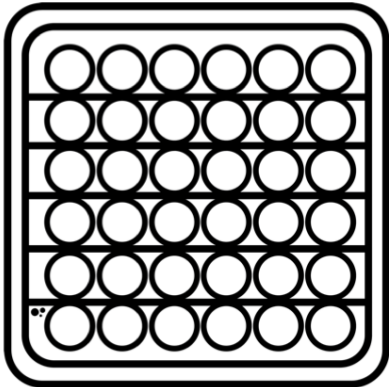
___ + ___ = ___



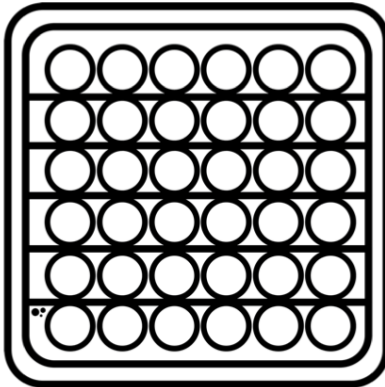
___ + ___ = ___



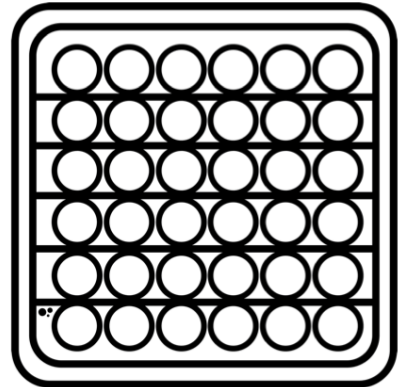
___ + ___ = ___



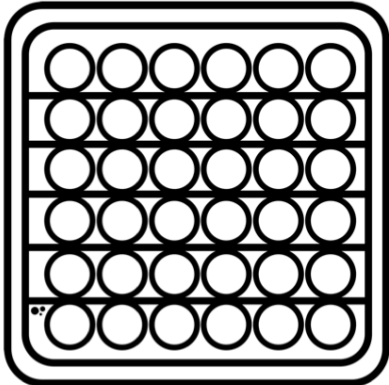
___ + ___ = ___



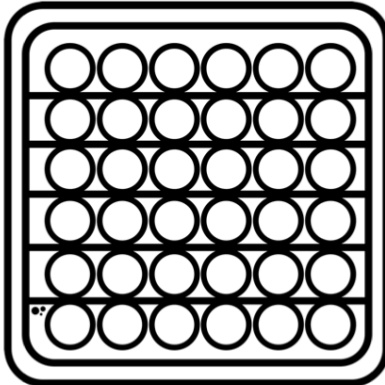
___ + ___ = ___



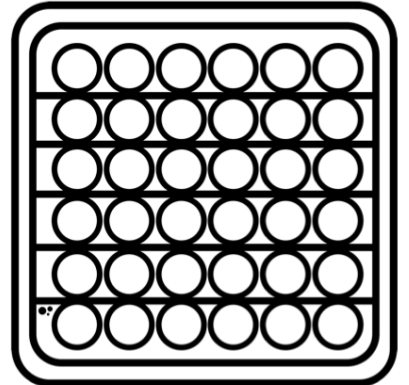
___ + ___ = ___



___ + ___ = ___

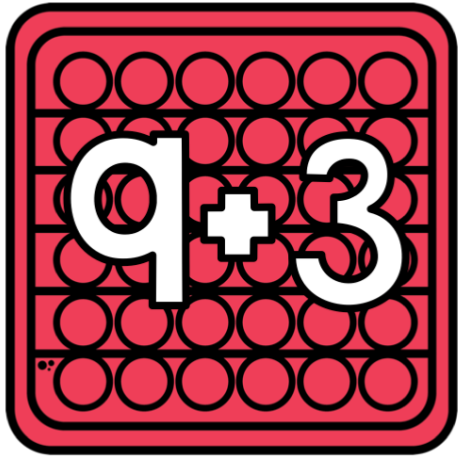


___ + ___ = ___

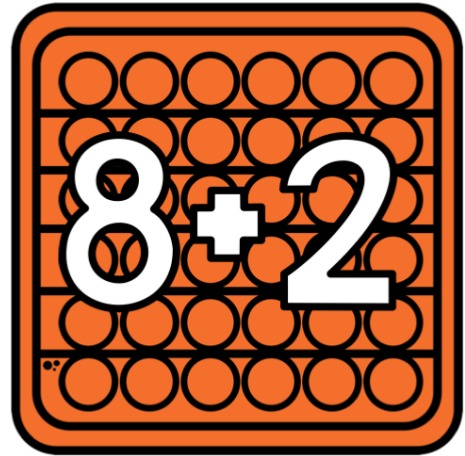


___ + ___ = ___

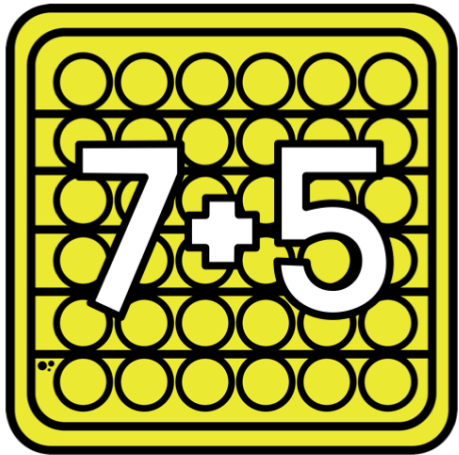
POP IT!



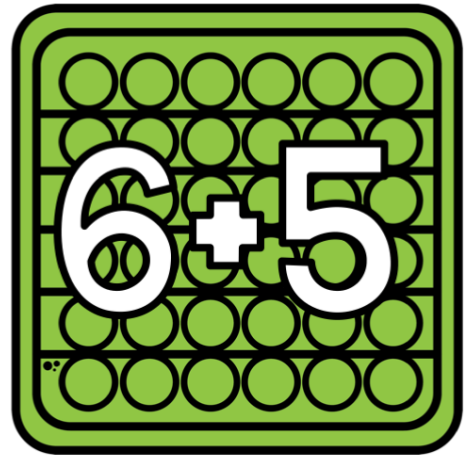
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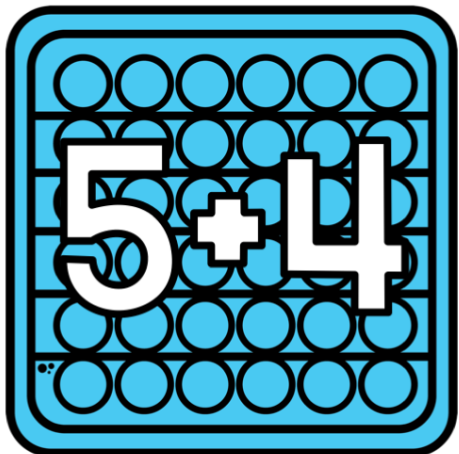
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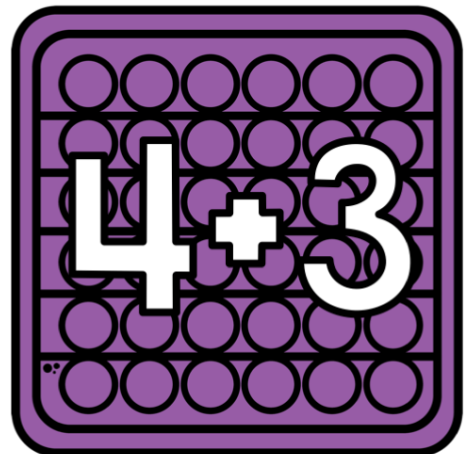
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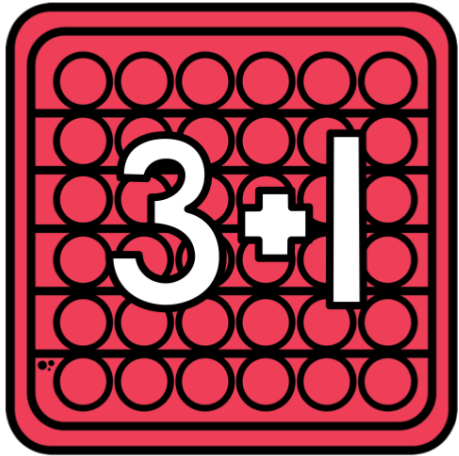
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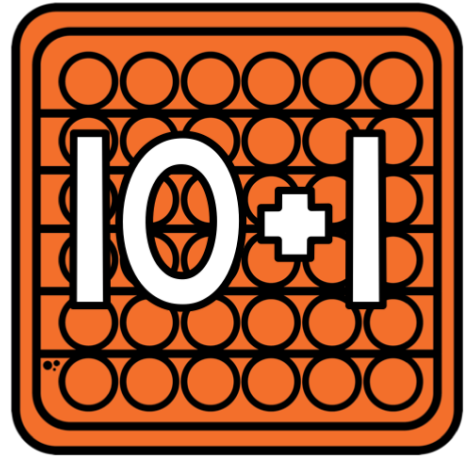
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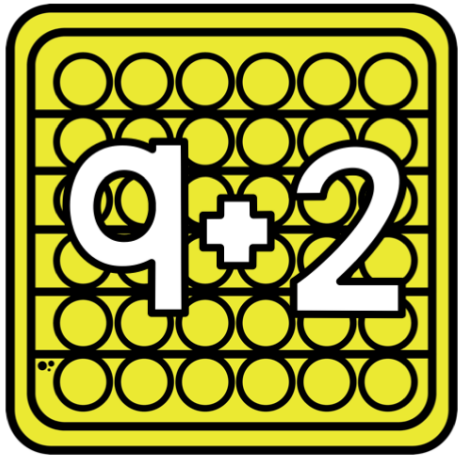
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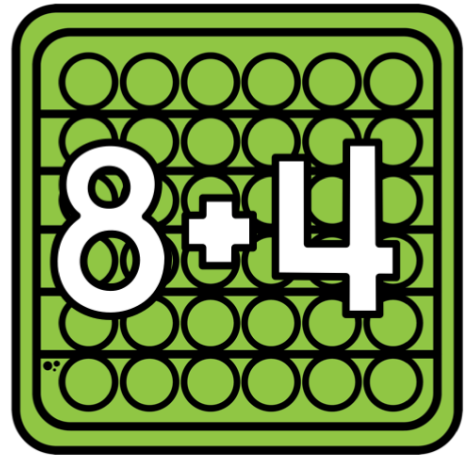
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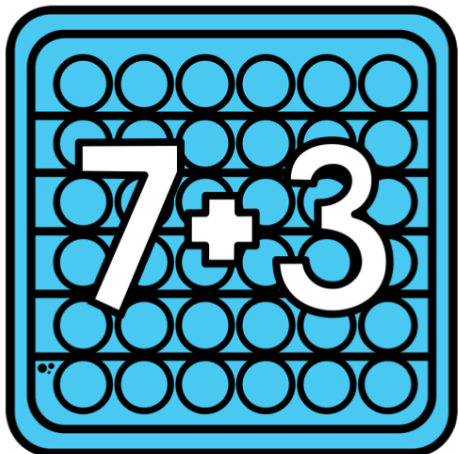
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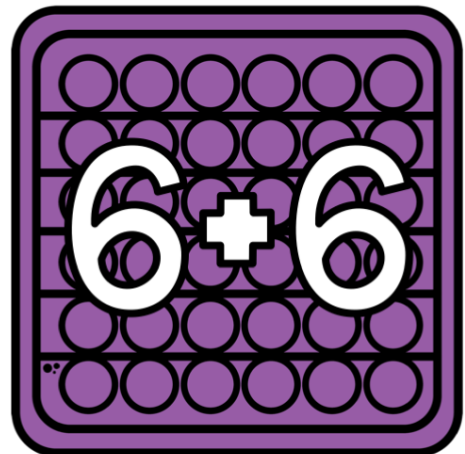
POP IT!



POP IT!



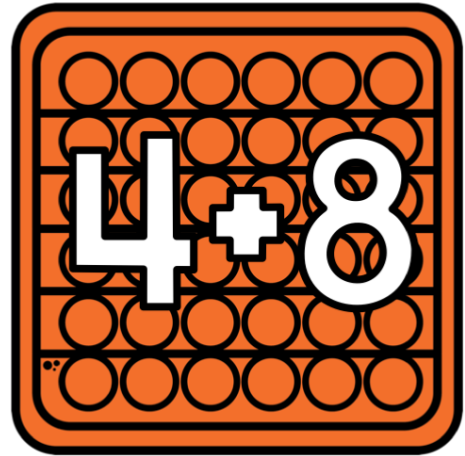
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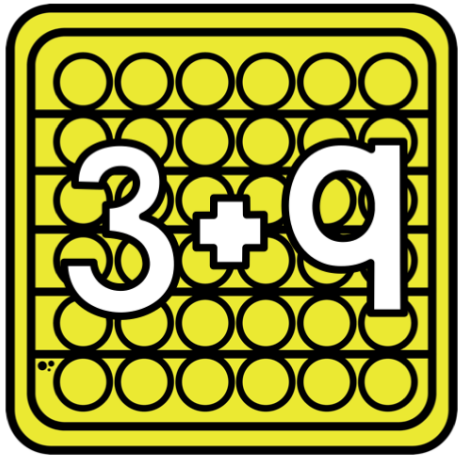
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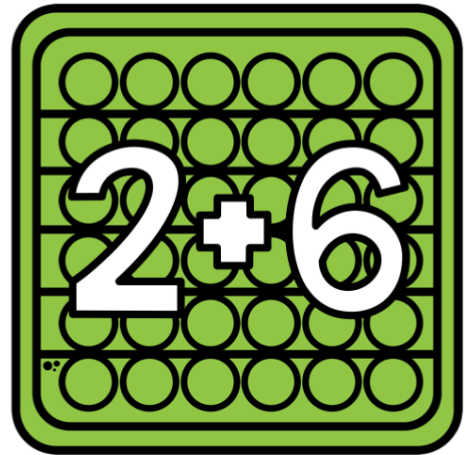
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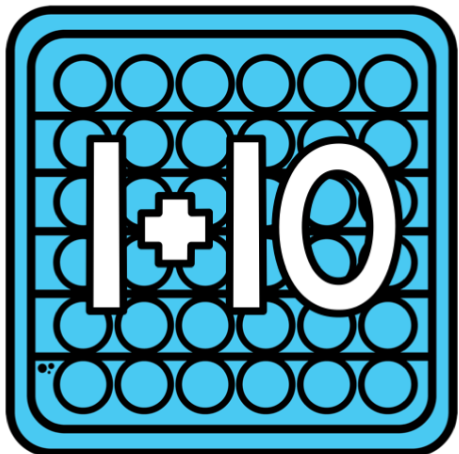
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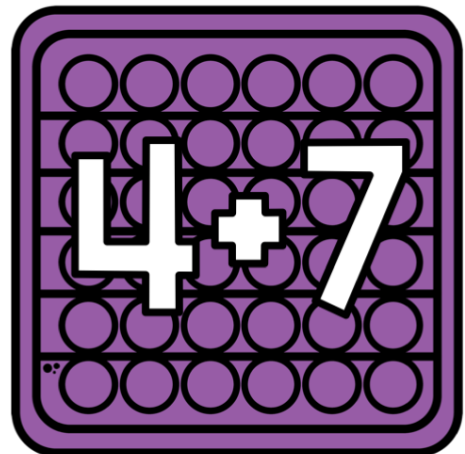
POP IT!



POP IT!



POP IT!



POP IT SUBTRACTION

SKILL:

Build students' conceptual understanding of subtraction.

Practice writing number sentences.

PREP:

Print the task cards and laminate for added durability. Then cut along the lines to separate the pieces.

Grab enough pop its for every student to have one.

OPTIONAL: Print one record sheet for each student.

ACTIVITY:

Students will pick up one task card at a time and use their pop it to find the answer.

For instance, if a student grabbed the $12 - 4$ card, she would pop 12 circles and then "unpop" 4 of them to find that there are 8 circles remaining.

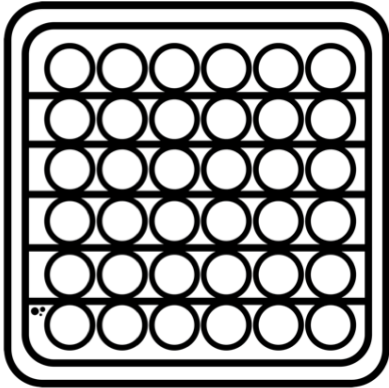
OPTIONAL: If students are ready for more challenge, have them keep track of their results on the record sheet. They can color in the circles they popped and then draw an X over the circles they "unpopped".

Play continues until the sheet is complete or all of the math facts have been popped.

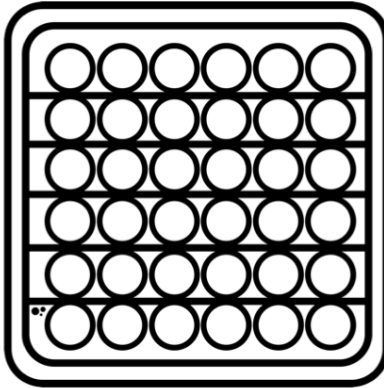
Name _____

POP IT SUBTRACTION

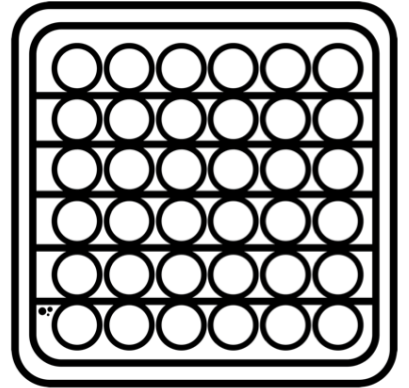
Pop your subtraction fact. Color the picture to match. Then write your number sentence.



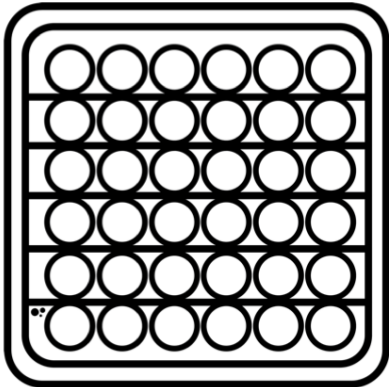
____ - ____ = ____



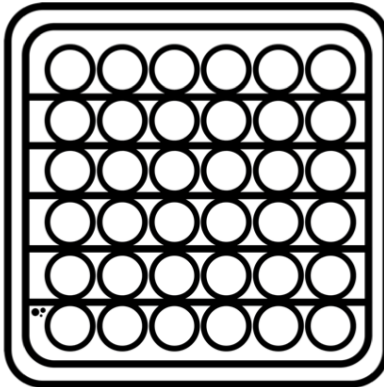
____ - ____ = ____



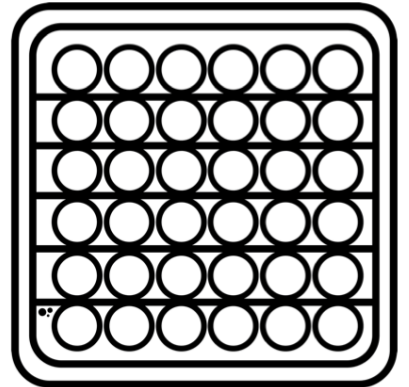
____ - ____ = ____



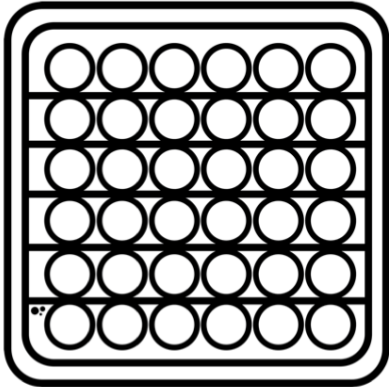
____ - ____ = ____



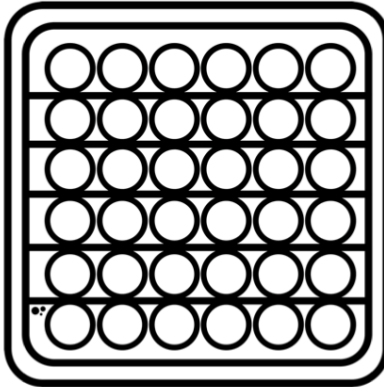
____ - ____ = ____



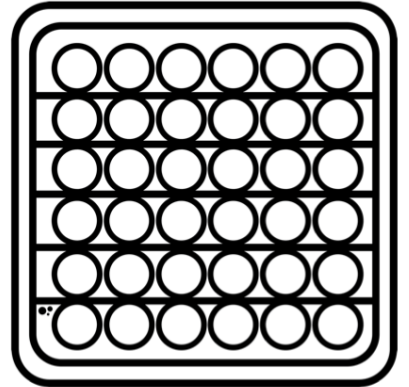
____ - ____ = ____



____ - ____ = ____



____ - ____ = ____



____ - ____ = ____

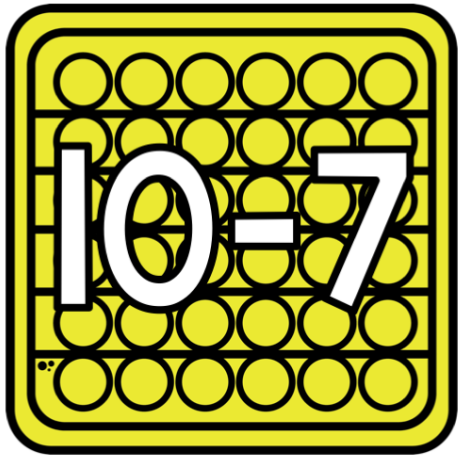
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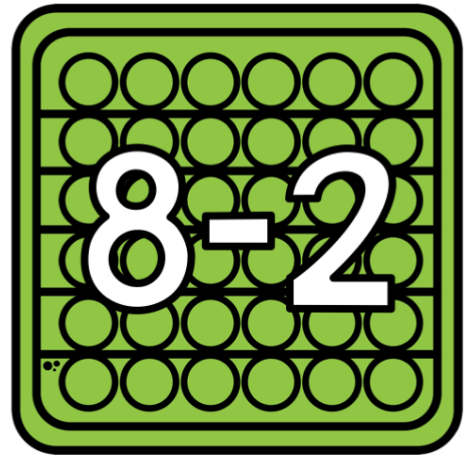
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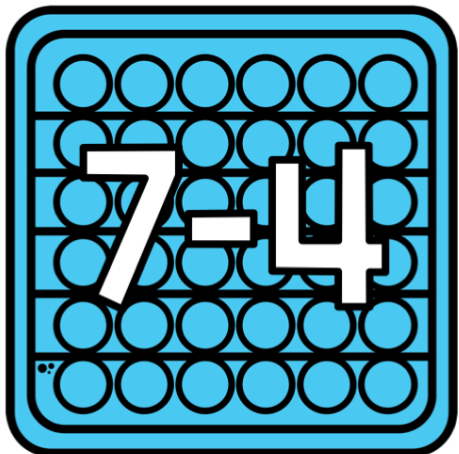
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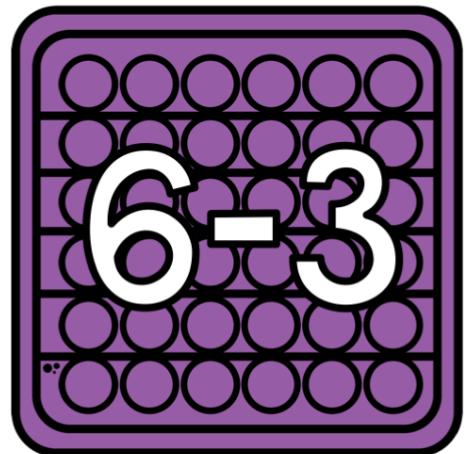
POP IT!



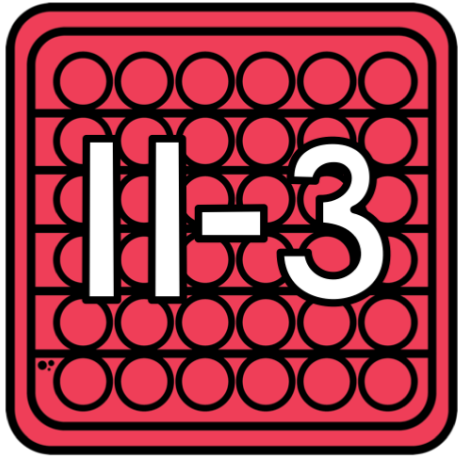
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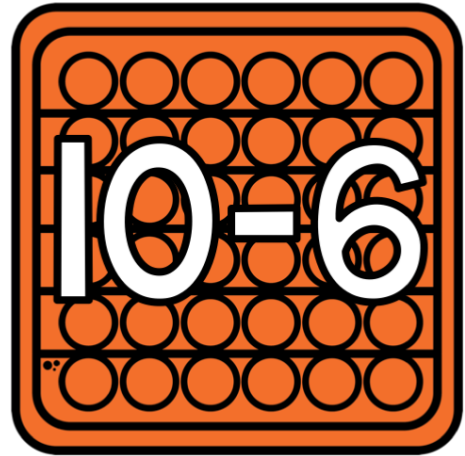
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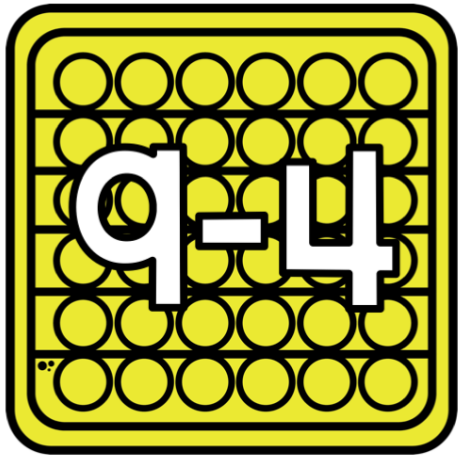
POP IT!



POP IT!



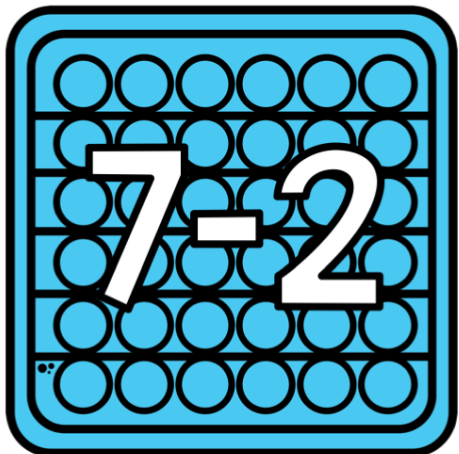
POP IT!



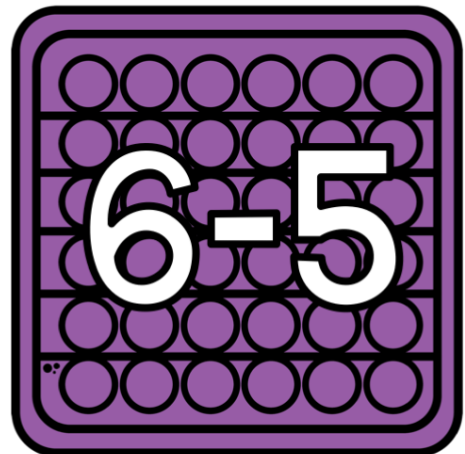
POP IT!



POP IT!



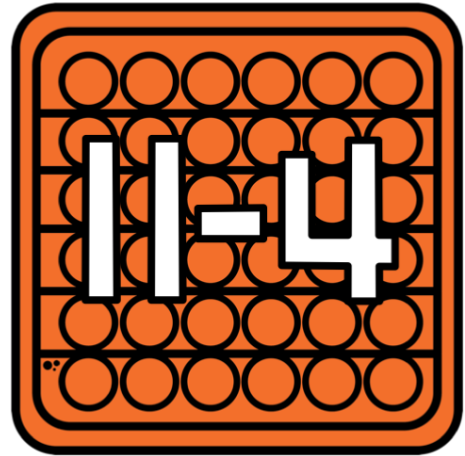
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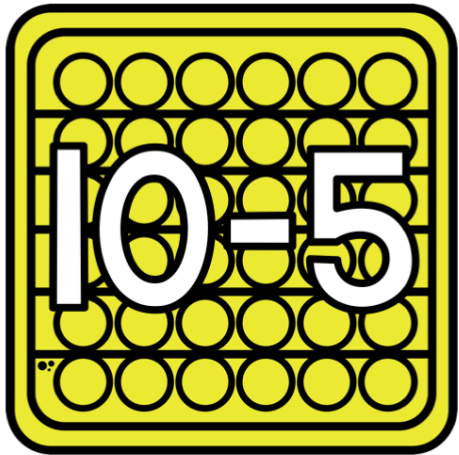
POP IT!



POP IT!



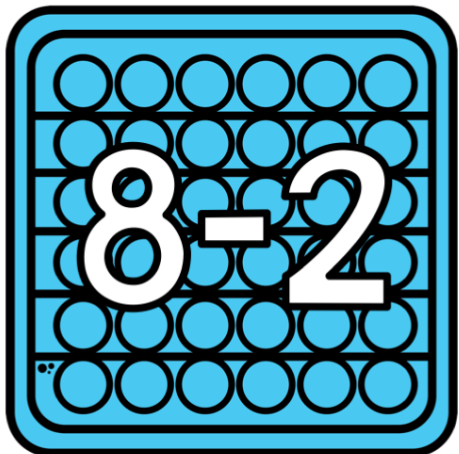
POP IT!



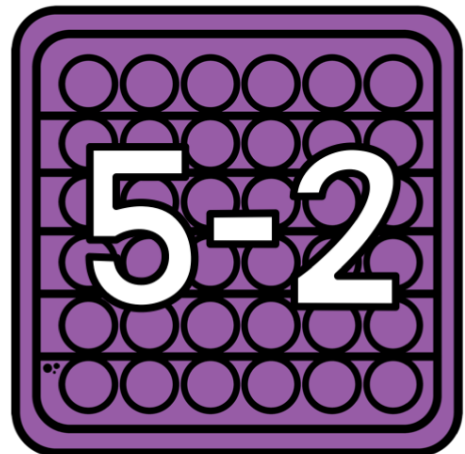
POP IT!



POP IT!



POP IT!



POP IT SHAPES

SKILL:

Build students' knowledge of shape characteristics.

PREP:

Print the task cards and laminate for added durability. Then cut along the lines to separate the pieces.

Grab enough pop its for every student to have one.

NOTE: The square 6 X 6 pop its and octagon pop its work best.

OPTIONAL: Print one record sheet for each student.

ACTIVITY:

Students will pick up one task card at a time and use their pop it to create the shape shown.

For instance, if a student grabbed the rhombus card, she would pop the circles to make a rhombus on her pop it.

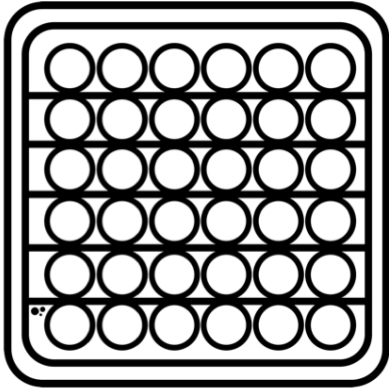
OPTIONAL: If students are ready for more challenge, have them keep track of their designs on the record sheet by coloring the circles they pop.

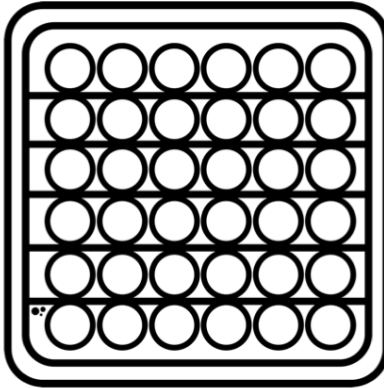
Play continues until the sheet is complete or all of the shapes have been popped.

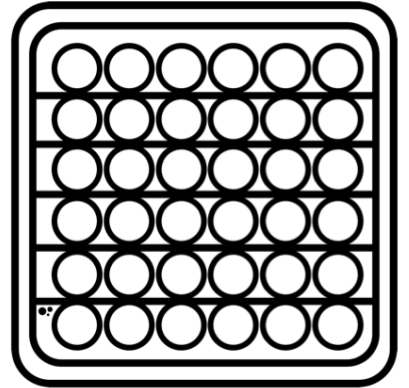
Name _____

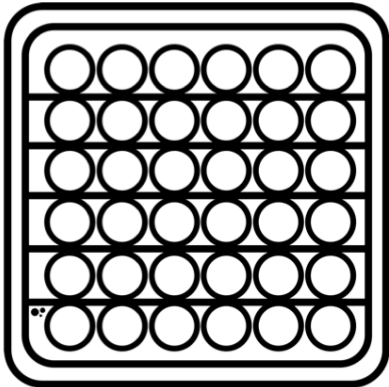
POP IT SHAPES

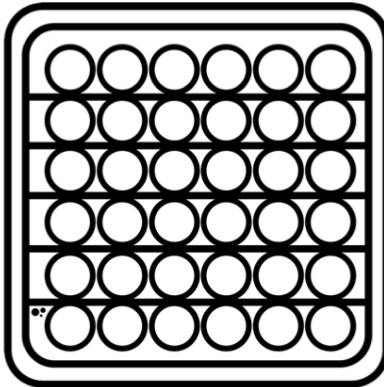
Pop your shape. Color the picture to match. Then write the shape name on the line below it.

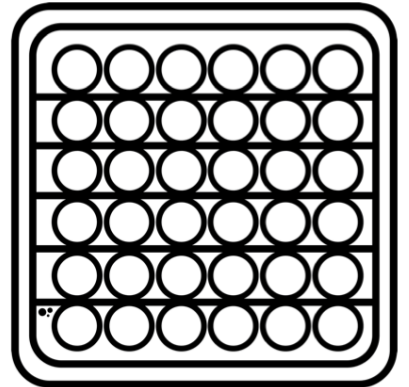


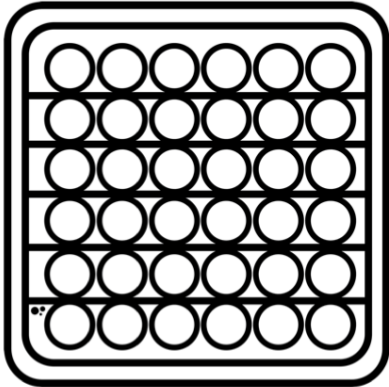


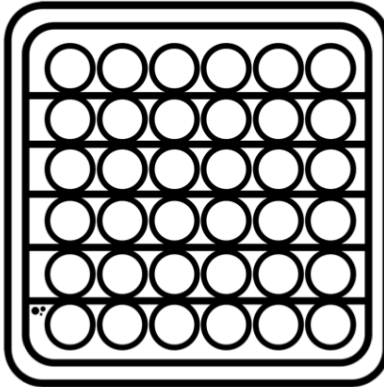


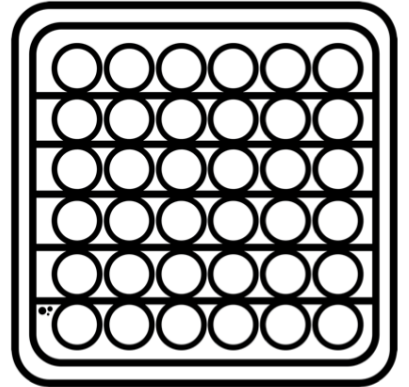




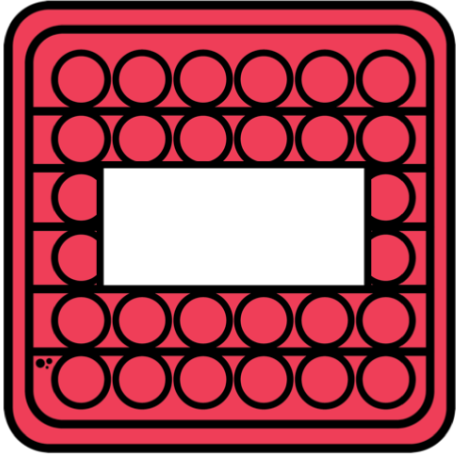






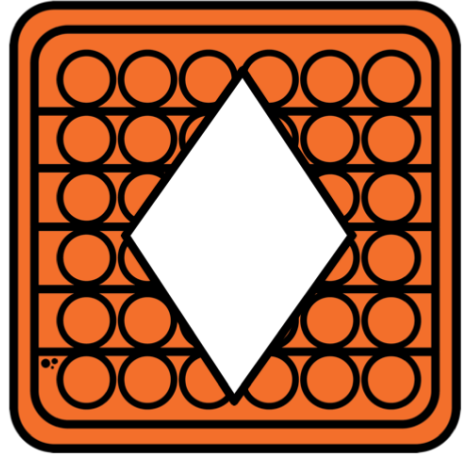


POP IT!



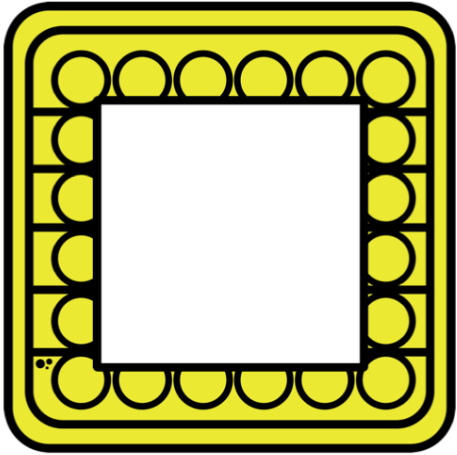
rectangle

POP IT!



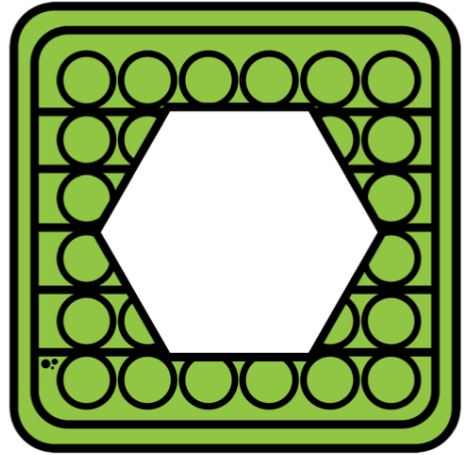
rhombus

POP IT!



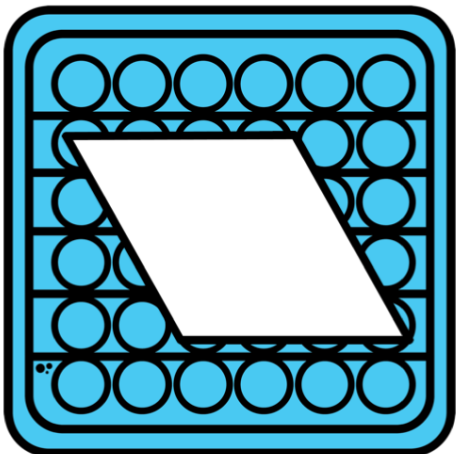
square

POP IT!



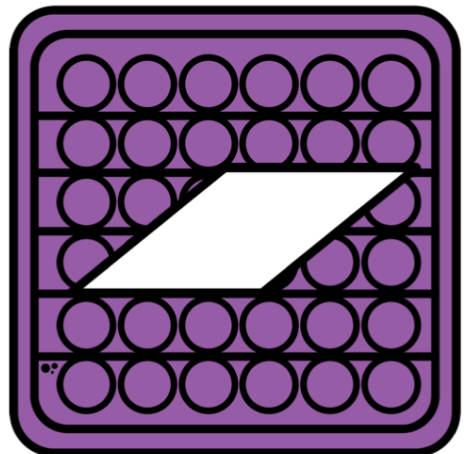
hexagon

POP IT!



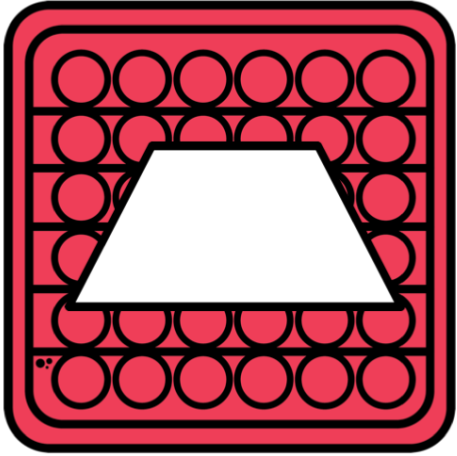
rhombus

POP IT!



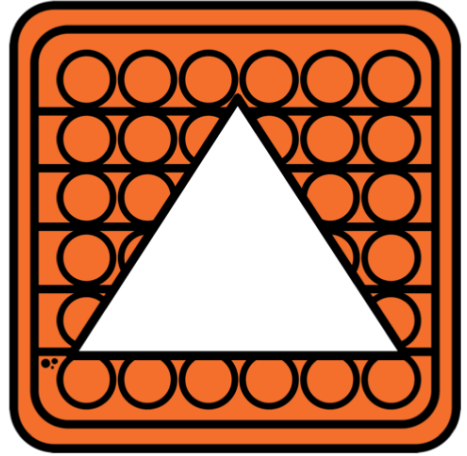
parallelogram

POP IT!



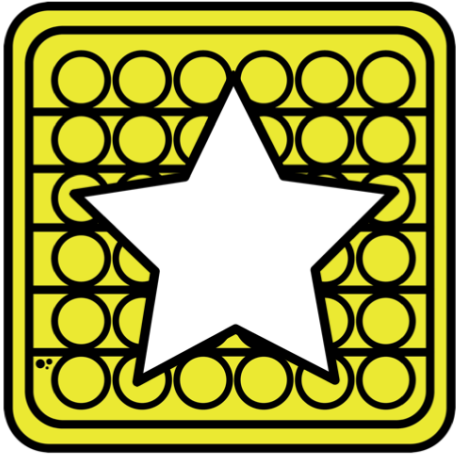
trapezoid

POP IT!



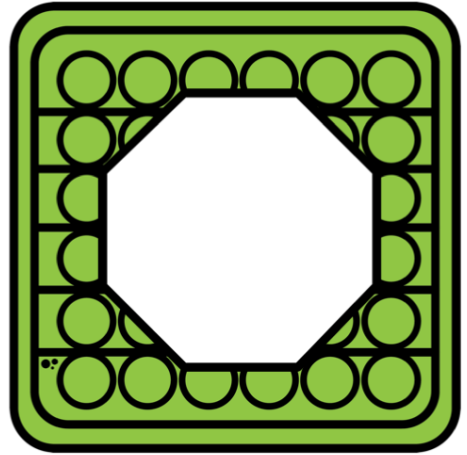
triangle

POP IT!



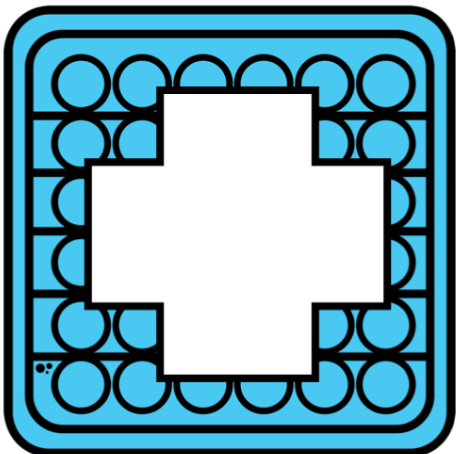
star

POP IT!



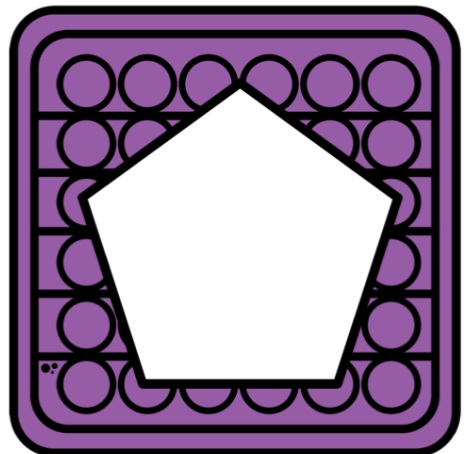
octagon

POP IT!



cross

POP IT!



pentagon