SNAP

GLE/EALR: 1.1.1 — Understand the concept of whole numbers.

1.4.1 — Understand when events are certain or impossible and more likely, less likely, or equally likely.

GRADES: 3-6

OBJECTIVES: To practice numeration skills

MATERIALS: Each player needs a deck of cards 0-9 and a Snap board (next page)

DIRECTIONS: Each player shuffles his/her cards and places them face down in front of him/her. The teacher tells students the target number for the game, for example: *the largest four digit number.*

TEACHER: "ONE, TWO, THREE, SNAP!"

At the word, snap, each player turns over the top card of his deck and places it somewhere on the board.

Five cards will be used, one at a time. The free space may be used by the student to get rid of the number he/she doesn't want. In this game, for example the "0" is not a desirable card.

Once a card is place, IT CANNOT BE MOVED.

Students learn, for example, when playing for the largest number, it is best to place the lower numbered cards in the ones and tens places. Decisions must be made rapidly. As soon as the first card is placed, the teacher continues with "ONE, TWO, THREE, SNAP!"

WINNER: The player with the highest four digit number at the end of five calls is the winner.

Note: It is important that each student be allowed to read the number from the board.

VARIATIONS: Play for the

- smallest number,
- largest odd number,
- smallest even number,
- Number that is a multiple of 3, etc.

Used with older children, additional places may be added to the board along with another set of cards to work into the 100,000's.

Math Snap2:

Take the cards Ace-9 from a regular card deck, the cards 0-9 from an UNO-deck, or make your own cards with the numbers 1-10 on them.

Deal the cards to the players evenly.

Players take turns putting a card in the center. The first person to correctly say the math-fact answer for that card, gets to take the card (for example, in a multiply-by-5 game, if a 4 card were in the center, the first person to say "20" would take the card).

Continue playing until one person has all of the cards, and that person wins the game.

Variation #1:The person with the most cards at the end of one round can be declared the winner.

Variation #2: If the players are mis-matched in terms of speed, then the faster player should silently count to 5* before answering. *the number the person counts to should be adjusted as the slower player improves.

+5 Variation: 5's are an amount that we often group by: we have 5 fingers on one hand, and there are 5 pennies in a nickel, so it helps to have math card that reinforce that relationship when practicing addition with 5. Here is a set of printable cards.

Doubles variation: Doubling numbers below 5 is easily done if you know your finger-facts well (if you know how many fingers you have up without counting). Doubling numbers above 5 can profitably be done by using the fact that 5+5=10, so it helps to have math cards that reinforce that relationship when practicing doubles.

SNAP Materials for Each Player

Cut apart cards 0-9

0	1	2	3	4
5	6	7	8	9

Snap Board

			FREE