



High Roller Game



Objective To develop “counting on” as an addition strategy.

Key Concepts and Skills

- Compare numbers to decide which is greatest. [Number and Numeration Goal 6]
- Use “counting on” as a strategy to add numbers from dice throws. [Operations and Computation Goal 1]

Terms to Use compare, count on

Materials dice; counters

A Core Activities

▶ Playing High Roller

Roll two dice and model the strategy of “counting on” from the higher number to get the total. Repeat with a few more dice rolls, calling on children to use the strategy.

Demonstrate the game, which can be played with a partner or in small groups. Each player rolls his or her own pair of dice. Players choose the die in their pair with the larger number (the High Roller) and roll the other die again. Players “count on” from the High Roller to get the sum of their two dice. The player with the highest total takes a counter from the pile. Play ends when one player has 10 counters. For example: Player One rolls 6 and 3, keeps the 6, and rolls the other die again and gets 5 (for a total of 11). Player Two rolls 4 and 2, keeps the 4, and rolls the other die again and gets 6 (for a total of 10). Players determine who has the higher total and that player gets a counter.

Encourage children to play *High Roller* frequently in the Math Center.



California Content Standards

NS 2.0 Students understand and describe simple additions and subtractions.

NS 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

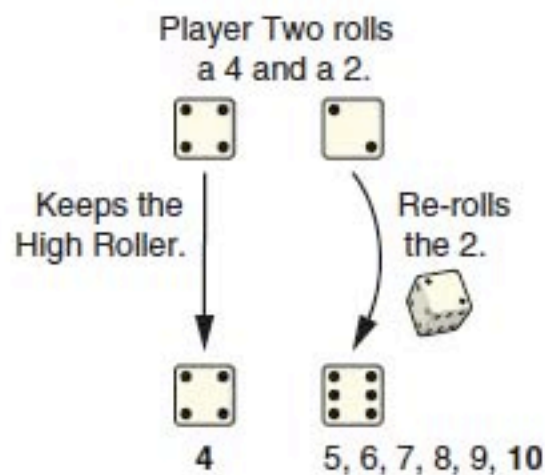
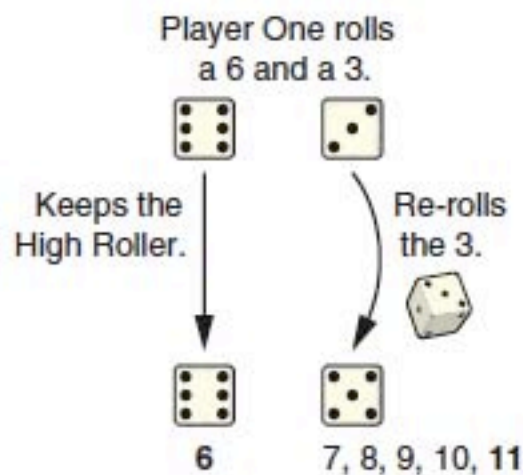
- Whole Group
- Small Group
- Partners
- Center



Adjusting the Activity

Instead of collecting counters, children can use tally marks to keep track of each round they win. Some children may be interested in recording the sums of their rolls with number sentences (6 + 5 = 11, for example).

AUDITORY • KINESTHETIC • TACTILE • VISUAL



Player One takes a counter because 11 is higher than 10.

▶ Fishing for Children: “What’s My Rule?” (Revisit Activity 4•14, p. 216)

Play several rounds of “*What’s My Rule?*” Fishing. For an extra challenge, fish for two attributes, such as shirts that are red and long-sleeved, or hair that is short and brown.

B Teaching Options

ENRICHMENT

▶ Playing *High Roller* with Subtraction

Children can vary *High Roller* by subtracting the lower dice roll from the higher roll. Encourage children to share their subtraction strategies, which may include “counting back,” using fingers, using manipulatives, or some combination of these strategies.

TECHNOLOGY

▶ Playing *High Roller* with Calculators

Children can play *High Roller* using dice with higher numbers (marked with numerals, rather than dots) and use a calculator to find the sums.

★ Ongoing Assessment: Informing Instruction

Watch for children who start from 1 and count the dots on both dice, rather than using “counting on” to find the sum of the dice throw. You might explain the “counting-on” strategy as a shortcut and help children understand why it works by whispering the numbers as you count the dots on the first dice, saying only the last number out loud. Then continue to count the dots on the second dice, saying those numbers out loud, too. Some children simply may not be ready to use or understand this strategy yet, in which case you should wait and reintroduce it later. It is important to allow children to use a strategy that makes sense to them, so that they do not see addition as a rote process.