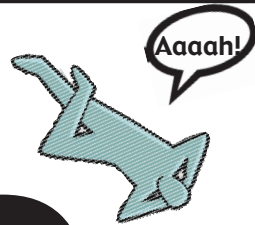


2



3



3



4



4



5



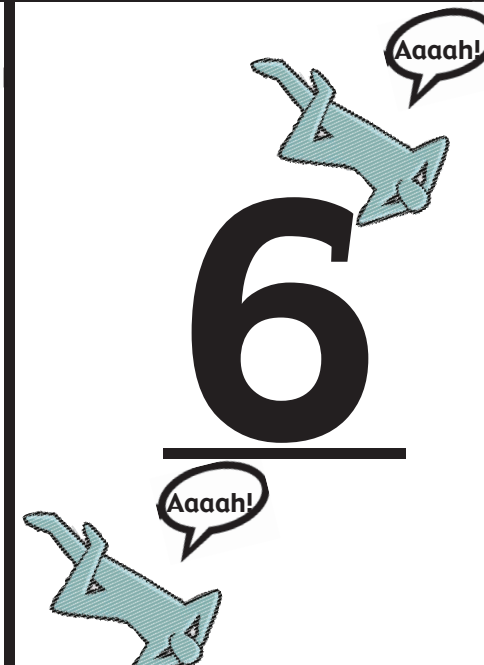
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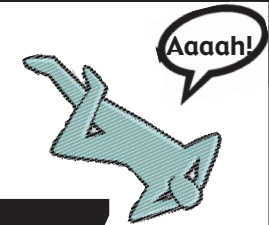
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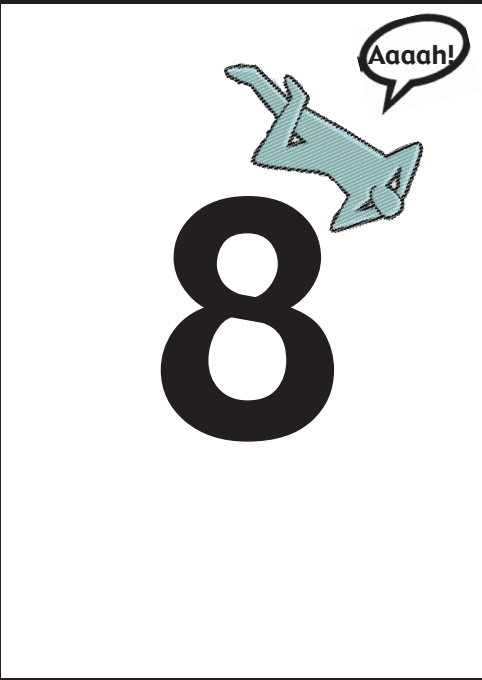
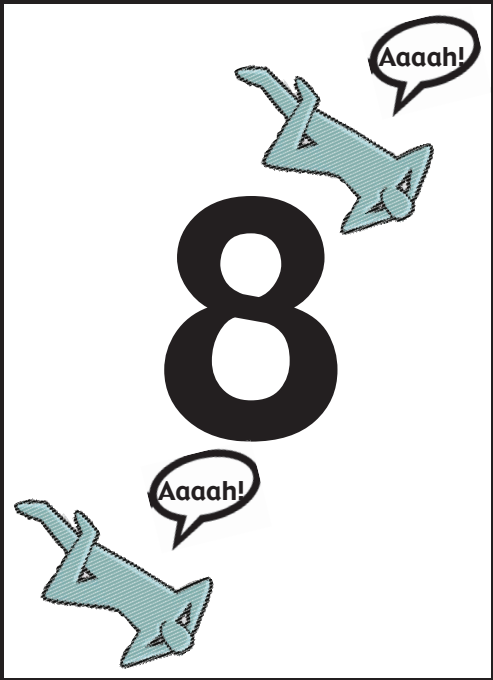
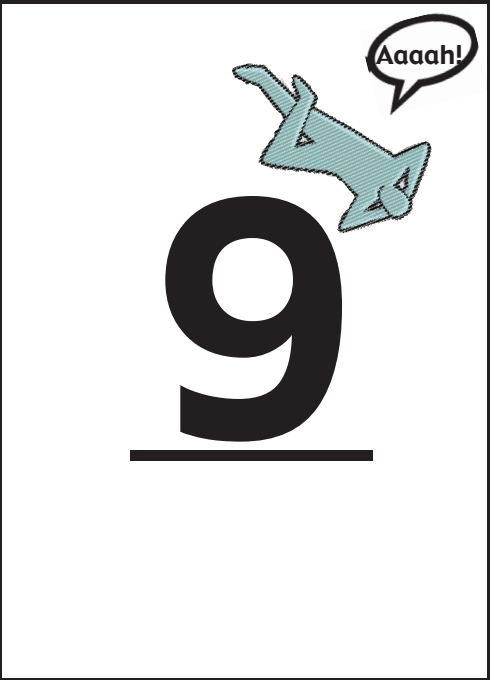
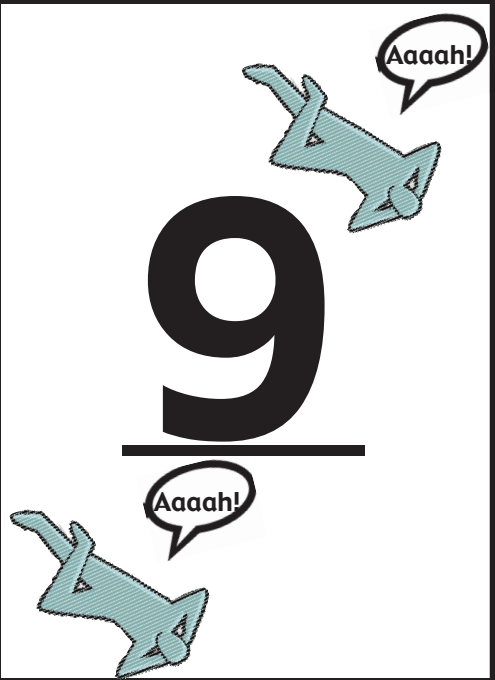
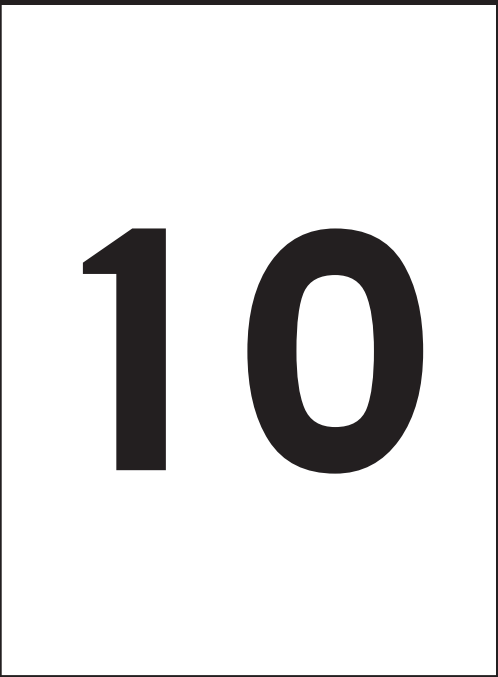
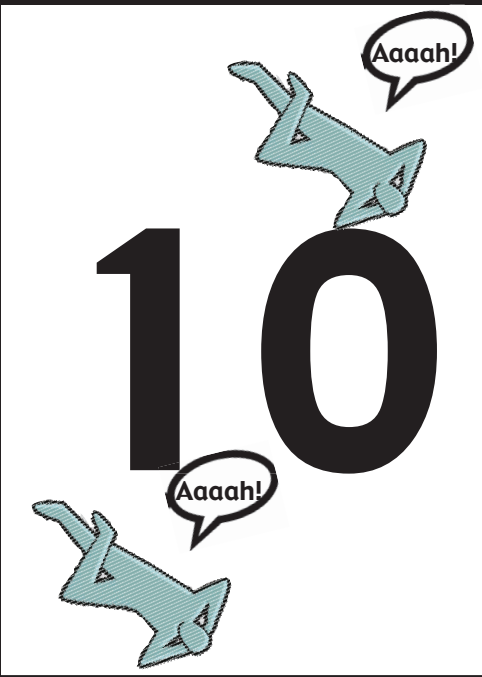
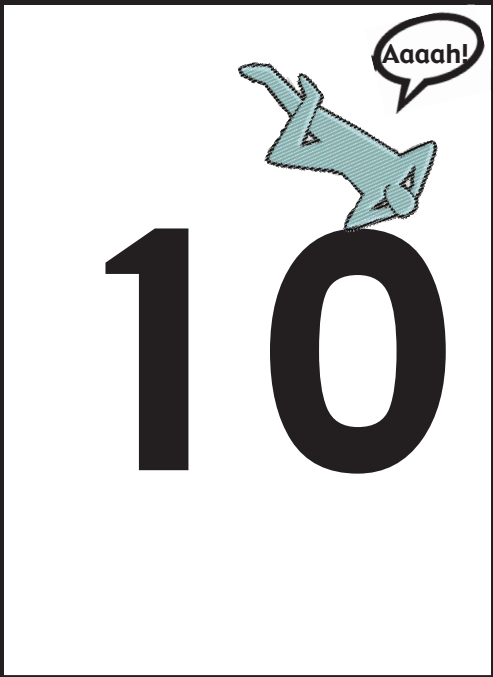


6



7



				
			<p>HOW MANY ? – 1 kit per pair of students. One colour is used for pages 1 & 2. A different colour is used for page 3. (kits could be marked to make it easier to differentiate one kit from another)</p> <p>-----</p> <p>In this game, students do a little math: the number they have to match equals that of the number on the card, minus 1 – when one “Fell out” pictogram is found, or minus 2 – when two “Fell out” pictograms are found.</p> <p>Deck 1 is made of all the cards from pages 1 & 2. Deck 2 is made of the cards from page 3, minus 2 cards dealt to each player at the start of the game. Both decks are placed face down on the table.</p> <p>Student A turns the top card of deck 1 and identifies it in a rhythmical manner. E.g. “7 in the bed but 2 fell out.” He/she then checks the two cards in his/her hands, to verify if one of them has 5 people in bed. If successful, he/she shows the card to his/her partner and says: “5 in the bed!” Both players count the people in the bed: “1, 2, 3, 4, 5!” Student A puts his/her winning card down in front of him/her and replaces it with a new card from deck 2, then says “Your turn. Roll over!” If not successful, student A says “Your turn. Roll over!” When Student A says “Roll over,” Student B begins his/her turns by turning another card from deck 1 (the previous card can not be used by the next player).</p> <p>The game is over when all the cards from deck 2 have been used up and one player has managed to get rid of the cards he/she was holding.</p>	

To make the game more challenging, “1 in a bed” and “10 in a bed” have been made more difficult to match.

N.B. If the game is to be played by students that can not do simple subtractions (– 1 and – 2), Teacher Tool 5b should be used.

