

Notes for *Line Up The Fives*

Level: Grades 1-3

Recommended # of Players: 2 or 4 (not 3)

Materials: Deck of number cards 1-10 (4 sets, different colors)

Math Skills: strategy, numeric sequence

Mathematical benefits:

Strategy: This game provides rich opportunities for children to figure out strategies. Because players can see each other's cards, they can readily figure out how to block each other from being able to place cards in line. For example, if one player has the red 6 and no other red cards, and the next player has the red 7, the player with the red 6 can withhold playing the red 6, preventing the other player from placing the red 7 and perhaps causing that player to have to skip several turns.

For this reason, the game's primary value is in developing strategies. The game also gives children many experiences with the numeric sequence emphasizing the sequence of numbers from 1 to 10.

Line Up the Fives

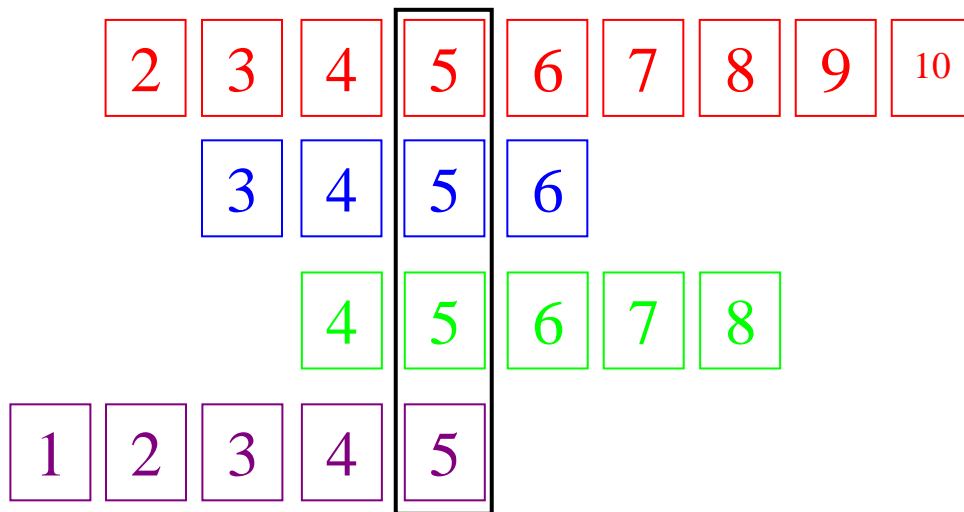
(for 2 or 4 players)

Materials: Number cards, 1-10 in 4 different colors

Objective: To be the first player to get rid of all of your cards

To play:

1. Players decide who will be the dealer. The dealer shuffles the cards and deals them out so that each player has the same number of cards. Players place all of their cards in front of them face-up, so that all players can see all cards.
2. Players place all of the 5s in the center, in a vertical line (see diagram, below).
3. Players decide who will go first.
4. Players take turns placing cards (one per turn) next to the cards that are lined up in the center. Cards can only be placed next to cards of the same color, either one more or one less than the card first or last card in the line (see diagram, below).
5. If players cannot place a card, they have to pass. However, if players have a card that can be placed, they cannot pass; they have to place the card.
6. The game ends when one person runs out of cards. This player is the winner.



1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10