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**I HAVE, WHO HAS?** is a series of books that provide reinforcement for various academic skills through group activities. These activities consist of game cards that students read and interactively answer. The 12 games included in this resource will help improve students' listening skills, mathematical vocabulary, and strengthen standards-based math skills and strategies. Also included are reproducible activities to reinforce skills practiced in select games. Use the reproducible pages for review practice, assessments, or homework.

# Introduction

Each game consists of either 12 or 18 cards based on the skill. Play the games as a whole class, a small group, or by having children partner up, depending on the skill level or size of the class. The skill areas addressed in this resource include:

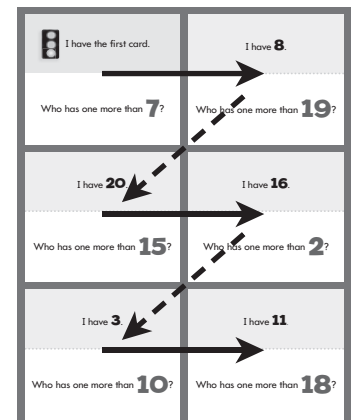
- Counting
- Number Recognition
- Counting Tally Marks
- Addition
- Subtraction
- Shape and Color Patterns
- Shapes and Solid Figures
- Telling Time
- Coin Identification
- Counting Money

The ready-to-use card stock game cards require minimal preparation and allow you to begin using *I Have, Who Has?* today. Each game is color-coded for easy sorting and cleanup. These engaging games are sure to keep children involved as they learn valuable math skills.

## Getting Started

### PREPARING AND ORGANIZING GAME MATERIALS

- 1) Photocopy a set of the game cards before you pull them apart. This is your reference to the correct game card order. The cards are printed in order from left to right and top to bottom. You may also want to make overhead transparencies as a visual reference to help children follow the game.
- 2) Separate the cards along the perforated lines and laminate them for durability.
- 3) Place each game in an envelope or sandwich-size resealable plastic bag labeled with the game name. Store games in a plastic or cardboard shoebox, or in zippered pencil pouches in a 3-ring notebook.



## INSTRUCTIONS FOR GAME PLAY

- 1) When introducing a game for the first time, it is recommended that you review the math skill(s) and vocabulary prior to game play.
- 2) With the children, practice saying the *I have... Who has...* sentence phrasing for the game being introduced. The sentence frames provide the necessary language for successful game play and are provided in small print for those children who can read. Refer to pages 5 and 6 for the sentence frames for each game.
- 3) Mix up the cards. Pass out at least one card to each child. If you have more children than cards, have some children share their cards with a classmate.
- 4) Have the child with the first game card (identified by a traffic signal with a green light) begin the game by saying *I have the first card. Who has...?* As each child reads a card, monitor your copy to make sure children are reading the cards in the correct order. If children correctly matched each card, then the last card will “loop” back to the first card. To help the children follow along when playing a game for the first time, use colored overhead transparencies, and cover all cards except the one being read. Or use a document camera to display each card immediately after each child has read his or her card.

## ADDITIONAL WAYS TO USE THE CARDS

### **POCKET CHART OR MAGNETIC BOARD CENTERS**

Use the cards with a pocket chart to create a manipulative center. Have the children arrange the cards in the correct order in the pocket chart. Or create a magnetic board center by photocopying the cards on card stock and attaching magnets to each one. Have the children place them in the correct order on a magnetic whiteboard.

### **PARENT VOLUNTEERS AND SUBSTITUTE TEACHERS**

Once the games have been introduced, have parent volunteers play the game with small groups of students who need extra practice with specific skills. Or store the games in a designated area for substitute teachers to use as filler activities. Use the reproducible pages as follow-up enrichment.

### **SCHOOL-TO-HOME CONNECTION**

Send a game home in a storage pouch along with a description about how the game was played in class and how it can be played at home by lining the cards up correctly. You might want to have a simple form for parents to give brief feedback about how the game play went.

## NUMBER RECOGNITION AND COUNTING

12 cards

**Sentence Frame:** I have (*student reads the number*). Who has (*student counts the number of objects and says the amount*)?

**Standards reinforced:** counting objects from 1 to 12, number recognition

**Extension:** Play the game again. Display a chart or number line containing numbers 1 to 10. Cross off each number as it is read, and determine whether it is odd or even.

## ORDERING NUMBERS

18 cards

**Sentence Frame:** I have (*student reads the sequence of numbers*). Who has the three numbers that come next? (*student reads the sequence of numbers*)

**Standards reinforced:** counting forward from 1 to 25

**Extension:** Play the game again. Give each child a number line or chart that goes up to 25. Play the game again with the children following along using the number line or chart. Challenge the children to give two more numbers in the sequence before moving on to the next card.

**Reproducible:** Page 7

## COUNTING TALLIES

18 cards

**Sentence Frame:** I have (*student counts the tally marks and says the amount*) tally marks. Who has (*student says the amount*) tally marks?

**Standards reinforced:** counting by ones, fives, and tens, counting tally marks up to 20

**Extension:** Play the game again, but first distribute a dry-erase board to each child. As the game is played, have each child draw the tallies on the board to match the *Who has . . .* card. When the answer card is revealed, have the children check their own boards.

**Reproducible:** Page 8

## ONE MORE

18 cards

**Sentence Frame:** I have (*student reads the number*). Who has one more than (*student reads the number*)?

**Standards reinforced:** ordering numbers up to 20, “one more than”

**Extension:** Play the game again. Display a chart containing numbers 1 to 20. Cross off each number as it is read, and determine whether it is odd or even.

**Reproducible:** Page 9

## ONE LESS

18 cards

**Sentence Frame:** I have (*student reads the number*). Who has one less than (*student reads the number*)?

**Standards reinforced:** ordering numbers up to 20, “one less than”

**Extension:** Play the game again. Display a chart containing numbers 1 to 20. Cross off each number as it is read, and determine whether it is odd or even.

**Reproducible:** Page 10

## ADD IT UP!

18 cards

**Sentence Frame:** I have (*student reads the number sentence*). Who has the number sentence for (*student counts and says the number of objects*) and (*student counts and says the number of objects*)?

**Standards reinforced:** counting on, concept of adding zero, addition strategies

**Extension:** Play the game again. List the equations while playing the game. When the game is over, group and label the equations by addition strategy.

**Reproducible:** Page 11

## TAKE IT AWAY!

18 cards

**Sentence Frame:** I have (student reads the number sentence). Who has the number sentence for (student counts and says the total number of objects) minus (student counts and says the number of objects crossed out)?

**Standards reinforced:** counting, concept of zero as the difference, subtraction strategies

**Extension:** Play the game again. List the equations while playing the game. When the game is over, group and label the equations by subtraction strategy.

**Reproducible:** Page 12

## SHAPE AND COLOR PATTERNS

18 cards

**Sentence Frame:** I have the (student says the color and shape). Who has what comes next? (student says each color and shape)

**Standards reinforced:** color and shape recognition, extending patterns, algebraic thinking

**Extension:** Identify each pattern as the game is played. The game was organized in the following pattern order: four AB, four ABC, three AAB, three ABB, and three AABB. Challenge the children to signal when the pattern changes and describe the new pattern.

**Reproducible:** Page 13

## ODD ONE OUT

12 cards

**Sentence Frame:** I have the (student says the shape or solid figure). Who has the odd one out? (student says the three shapes or solid figures)

**Standards reinforced:** shape and solid figure identification, deduction

**Extension:** Play the game again. After the odd one out is identified, pair the children up to discuss why it was eliminated. After the game is over, challenge each pair to create their own set of three plane or solid figures with an odd one out to present to the class.

## WHAT TIME IS IT?

12 cards

**Sentence Frame:** I have (student reads the clock and says the time). Who has (student reads the clock and says the time)?

**Standards reinforced:** reading digital and analog clocks to the hour

**Extension:** Play the game again. Between the reading of each card, use a demonstration clock to model the change from one time to the next. After each answer is read, ask, "What time would it be one hour later/earlier?"

**Reproducible:** Page 14

## NAME THE COINS

18 cards

**Sentence Frame:** I have the (student says the name of the coin or coins). Who has the (student says the name of the coin or coins)?

**Standards reinforced:** coin identification

**Extension:** Play the game again. Make a tally chart with the four different coins as the labels. Each time the coin is identified, mark a tally in that section. When the game is over, add the value of each section.

**Reproducible:** Page 15

## WHAT'S MY VALUE?

12 cards

**Sentence Frame:** I have (student counts and says the value of the coin or coins). Who has (student reads the value)?

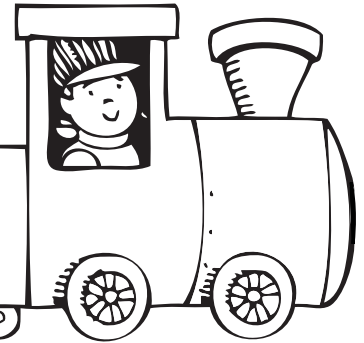
**Standards reinforced:** coin identification, knowing the value of different collections of coins

**Extension:** Provide a resealable plastic bag with coins for each student. Play the game again. After each card, ask the children if they can make the same amount using a different combination of coins.

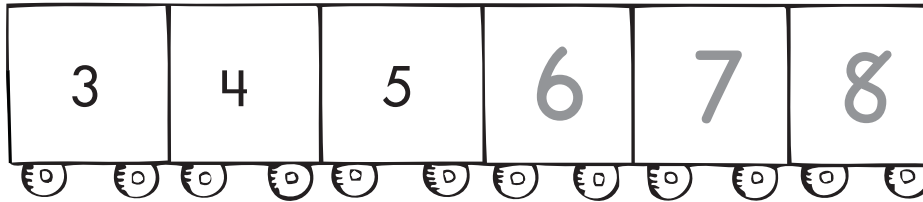
**Reproducible:** Page 16

# Ordering Numbers

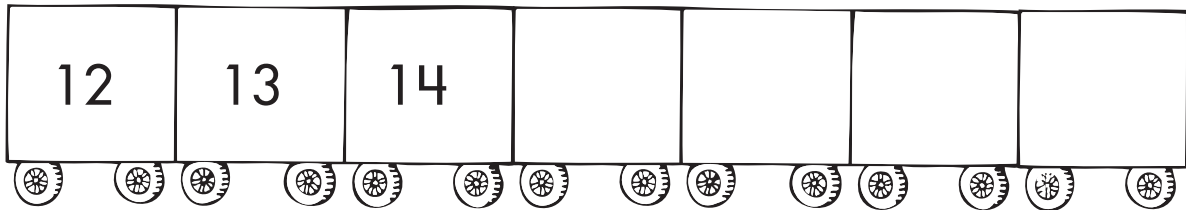
Write the numbers that come next.



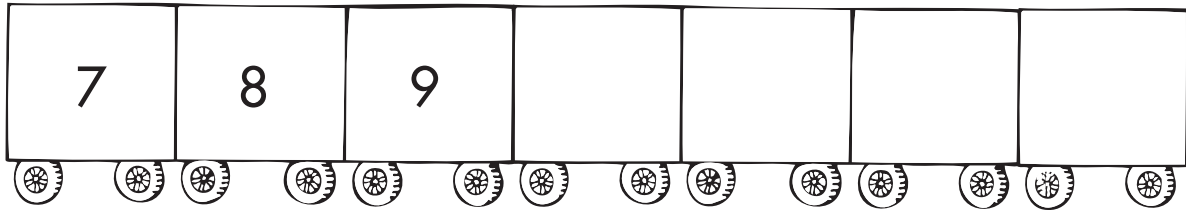
①



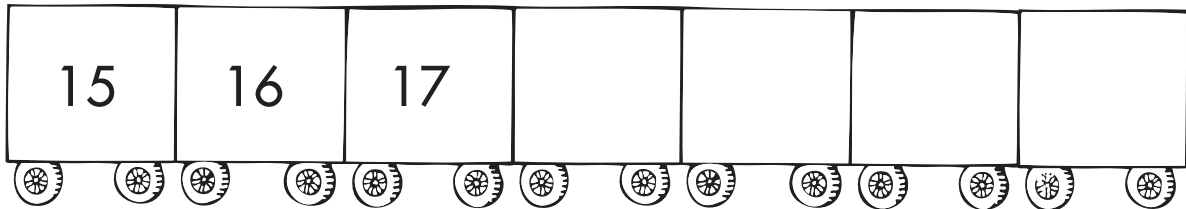
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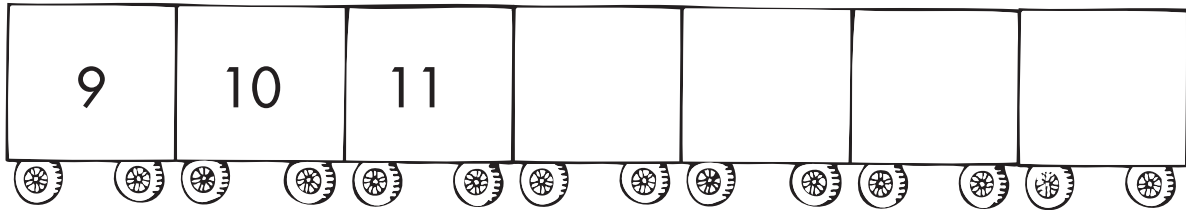
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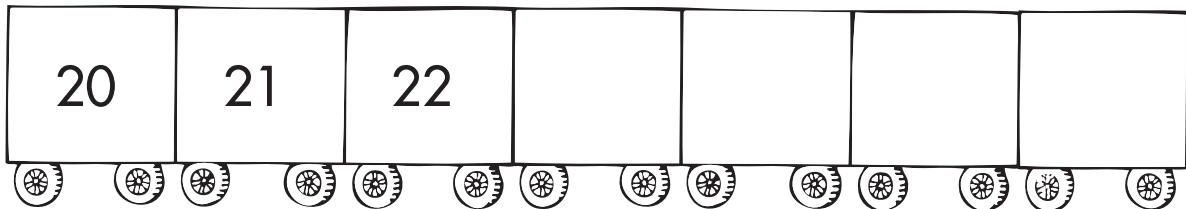
④



⑤



⑥



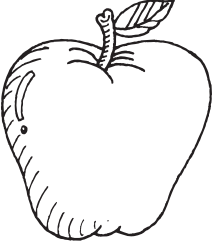
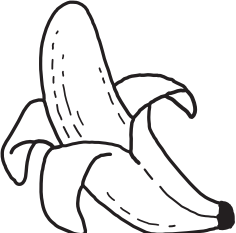

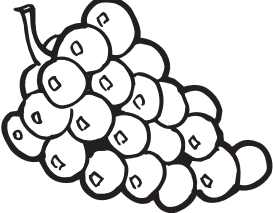
Name \_\_\_\_\_

Date \_\_\_\_\_

# Tally Time

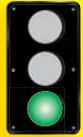


Ask your classmates what their favorite fruit is.  
Then make a tally mark for each answer.

Favorite Fruit	
apple 	
banana 	
orange 	
grapes 	

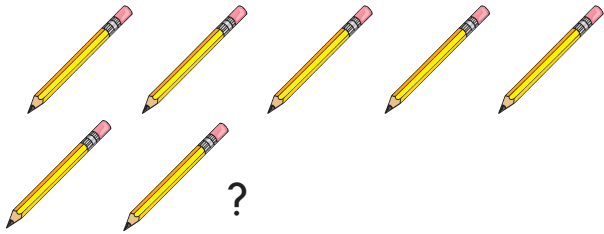
① Which fruit does the class like best? \_\_\_\_\_

② Which fruit does the class like least? \_\_\_\_\_



I have the first card.

Who has



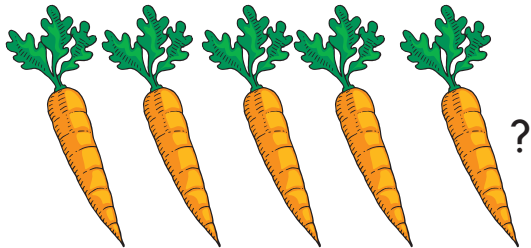
I have **7**.

Who has



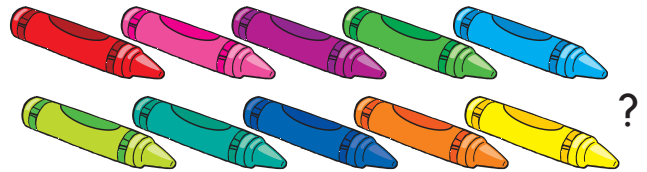
I have **2**.

Who has



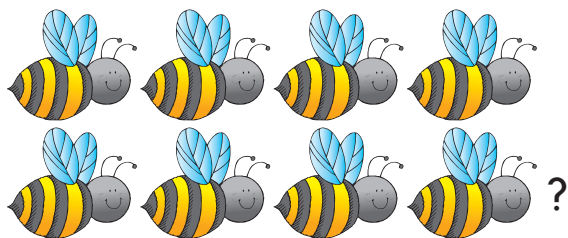
I have **5**.

Who has



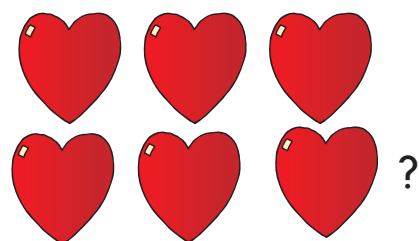
I have **10**.

Who has



I have **8**.

Who has



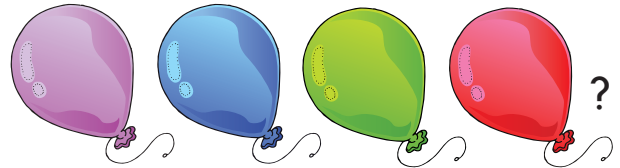
I have **6**.

Who has



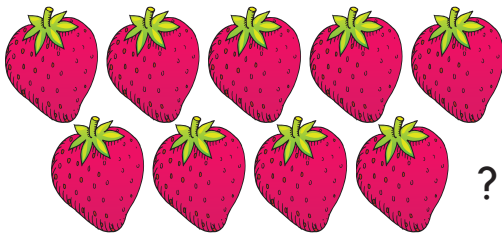
I have **1**.

Who has



I have **4**.

Who has



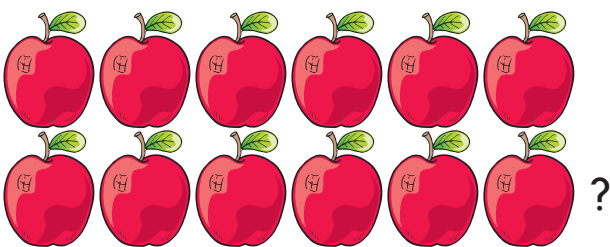
I have **9**.

Who has



I have **3**.

Who has



I have **12**.



Who has the first card?