

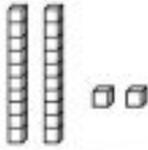
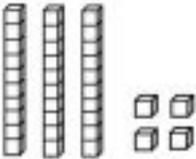
I Have, Who Has

Level	0 (Age group 4 – 5)
Resources Required	Print out of I Have, Who Has Cards
Alternate Options for the Resources	<p>Adults are to make the cards by following the steps below:</p> <ol style="list-style-type: none"> 1. Cut a piece of paper to the size of your palm. 2. Draw a pencil line horizontally across the halfway point. 3. On the top half write the words “I have” followed by a place value image of a number. For example 34, would be drawn as 3 stacks of 10 cubes next to 4 individual spaced out cubes. 4. In the section below the line write “Who has” followed by a number. For example “Who has 12”. 5. Repeat this in order to make a total of 30 cards that all form a link upto the number 50. For example if the first card says “I have 34, who has 12”, the next card made should read “I have 12, who has 46”, followed by “I have 46, who has 15” etc. 6. Each card’s “I have” section, should show a visual representation of the number using 10s and 1s.
Strand Covered	Numbers and Operations
Targeted Skills	Place value
Inspired by	Play dough to Plato
Time Required	Set up time 30 minutes (if the cards need to be made) Game time 10 minutes
Previous Learning Required	Numbers from 1-50
Support Required	Medium support

Rules of the Game:

Goal	To make the longest chain of cards
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Rules	<p>The cards are shuffled and split into two groups (15 cards each)</p> <p>Once the cards are dealt, the players are not allowed to swap cards</p>
Steps	<p>Step 1: The players split up into 2 or more groups (minimum 2 players per group)</p> <p>Step 2: Each team gets 15 cards per group, dealt randomly</p> <p>Step 3: Amongst each group of 2, the 15 cards are divided (about 7-8 cards per person)</p>

<p>Images or Illustrations</p>	<p>Step 4: In group 1, a player starts by reading out their card as follows. “I have 34, who has a number with 2 tens and 6 ones”, for example.</p> <p>Step 5: From amongst the other players in group 1, if a player has 26 in the top half of the card, they then read out “I have 26, who has a number with one ten and three ones”.</p> <p>Step 6: Since these cards are connected, they are placed in the middle of the group in order to form a chain.</p> <p>Step 7: If the next card in the chain is not found within the group, the chain ends and a new chain can begin. Each time, the player to whom the card belongs to reads out the card’s content.</p> <p>Step 8: Group 2 simultaneously runs the same game and the game ends when both groups have played all their cards</p> <p>Step 9: The group with the single longest chain of cards wins.</p> <p>I Have, Who Has card example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="507 1133 807 1554" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>I have</p>  <hr/> <p>Who has</p> <p>22</p> </div> <div data-bbox="890 1088 1212 1547" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>I have</p>  <hr/> <p>Who has</p> <p>12</p> </div> </div>
<p>Variations of the Game</p>	<p>Similar cards can be made again for use in addition, subtraction and shape games. Using the “I have, who has” template and creating the longest chain. • For example, “I have 2+6, who has 5+10”, card will be followed by “I have 3+12, who has 4+9” etc</p> <ul style="list-style-type: none"> • This is repeated for subtraction and shape recognition games
<p>Enrichment</p>	<p>Learners can make the cards themselves by representing the place values on the card pictorially.</p>

Simplification	Instead of each player having their own set of cards, groups of two can share cards in order to help each other out.
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