

## STREET CAR RACER

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<b>Level</b>	1 (Age group 6 – 7)
<b>Resources Required</b>	Chalk Deck of cards
<b>Alternate Options for the Resources</b>	<p>Instead of chalk, teachers can use tape to make the track, or draw the track in sand or dirt.</p> <p>Alternatively, the teacher can draw the track on a whiteboard, blackboard, or piece of paper. The teacher can keep track of where students are on the track using rocks or writing initials of students.</p> <p>Students can make a deck of cards by following the steps below:</p> <ol style="list-style-type: none"> <li>1. Take a piece of card or paper and cut a rectangle the size of your palm</li> <li>2. On one side of the card, write the number '2' and draw 2 hearts using a red pencil (or any color)</li> <li>3. Repeat this for the numbers 2-10, each time drawing the same number of hearts as the number you wrote (the number 3 card has 3 hearts drawn etc.)</li> <li>4. When one set of 2-10 is complete, then repeat this for a set of diamonds (use a red pencil for this OR the same color pencil as used for the heart), clubs (using a lead pencil) and spades (using a lead pencil).</li> <li>5. Once you have completed this, you should have 4 sets of 2-10 (36 cards in total) with each set having a different symbol. Diamonds and hearts sets should be in one color and spades and clubs should be in another color.</li> <li>6. Refer to the images section to make sure the cards are made right</li> </ol>
<b>Strand Covered</b>	Numbers and Operations
<b>Targeted Skills</b>	Adding within 20 fluently
<b>Inspired by</b>	<a href="#">Board game designer, Gordon Hamilton</a>
<b>Time Required</b>	Set up time 15 minutes Game time 30 minutes
<b>Previous Learning Required</b>	Knowledge of numbers 1-20
<b>Support Required</b>	Medium supervision

Rules of the Game:

<b>Goal</b>	The student who ends the game with the most points wins.
<b>Rules</b>	<p>Students are not allowed to move backwards on the track.</p> <p>A student is not allowed to land on a space that already has another student on it. If a student cannot move onto an empty space, they skip their turn.</p>
<b>Steps</b>	<p>This game is best for 2-4 students.</p> <p>Step 1: Make your own deck of cards, or from your deck of cards, take out all face cards, aces, and jokers, leaving only the cards numbered 2-10. (Refer to Figure 1)</p> <p>Step 2: Draw a large track outside on the ground made out of chalk. Make and number square spaces on your track like in the Images/Illustrations section. Each square space should be large enough for one student to stand in. (Refer to Figure 2)</p> <p>Step 3: Have each student choose a space to start on.</p> <p>Step 4: Hand each student 4 cards.</p> <p>Step 4: Each round, each student takes turns handing the teacher one of their cards. The student then moves a number of spaces equal to the number on their card. The student adds the number they land on to their total score. For example, Student 1 has 5 points and hands the teacher a 3. The student moves 3 spaces and lands on a space with a 2. The Student adds <math>5 + 2</math> to get their new score of 7.</p> <p>Step 5: The teacher keeps track of students' scores on a whiteboard or blackboard, or on a piece of paper to check for accuracy.</p> <p>Step 6: After 4 rounds, the student with the most points wins.</p>

Images or Illustrations

Figure 1: Deck of cards

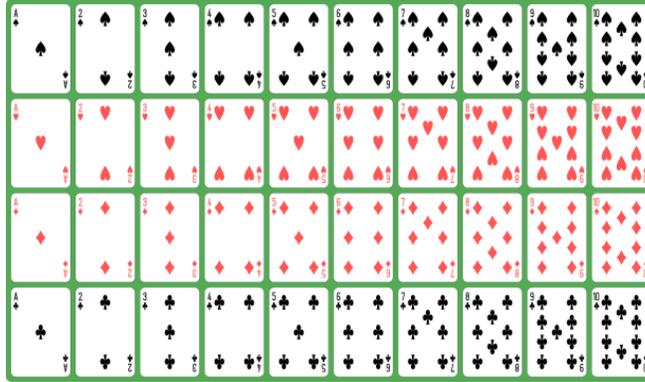
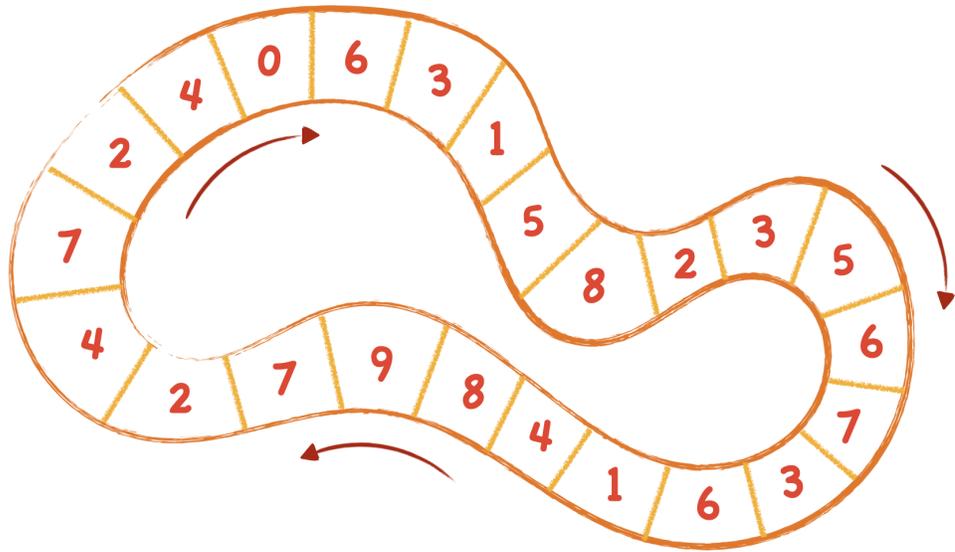


Figure 2: Example of a track



Variations of the Game

None

Enrichment

- Use a track with larger numbers on the track.
- Allow students to go forwards or backwards on the track.
- Use two different colors of chalk to write out the numbers on the track, one for positive numbers and one for negative numbers. For example, use red for positive numbers and blue for negative numbers. Students add whatever number they land on to their score (Note: adding negative numbers is the same as subtraction).

Simplification

- Use smaller numbers on the track.



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|  | <ul style="list-style-type: none"><li>• Allow students to work in pairs as they move along the track.</li><li>• Write down the track on a piece of paper and have students “move” around the track like in a board game. This allows students to focus on the math.</li><li>• Allow students to write down numbers and expressions as they play the game.</li></ul> |
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