Mental Math Games:
***Mystery Number** (students should do this in their head):
>Examples:
>–start with 5, go up 3, go back 1
>–start with 10, go back 4, go up 2
>–start with 3, double it, go back 2
>–3 less than 10 is _____
>–4 is 2 more than _____
>–start with 8, go up 2, go back 3

At the end of each mystery number, say "What's my number?"

***Greater Number**
>Examples:
>–18, 13
>–12, 16
>–10, 14
>–11, 13

At the end of each set, student should tell the greater number.

***Magic Thumb**
Start at random numbers and have student watch your thumb to know which direction to count. This can be done counting by 1's, 2's, 3's, 5's, and 10's. You should start at random numbers and not always at the beginning.

***Oral Counting**
Count forwards and backwards by 1's, 2's, 3's, 5's, and 10's together starting at 0.

***Play the Drums**
Tap each let with your hand and whisper count the number and say every 3rd number out loud. This will help them learn to count by 3's. This can also be done counting by 3's backwards.
>Example: tap (whisper 1), tap (whisper 2), say 3,
>tap (whisper 4), tap (whisper 5), say 6, etc.

***Roll the Dice**

Roll a dice and the student has to say the number that is needed to make 10 (example: if 6 is rolled, the student should say 4). This could also be a game that you play with them and see who can say the correct number the quickest. **Students need to know numbers that add to make 10 like they know the back of their hand.**

*Word Problem Ideas
Three ducks were swimming in a pond.
Two more ducks come to join.
How many ducks are swimming?
(You should guide students to determine what information is given to them in the problem. In this problem, we know the two parts–3 and 2. We are looking for the whole. We need to "put together" the two parts to find the whole–5). You can also draw a picture to help, if needed.

I have 6 toys.
4 toys are on the floor.
The rest are in the toy box.
How many are in the toy box?
(You should guide students to determine what information is given to them in the problem. In this problem, we know the whole–6 and we know one of the parts–4. We are looking for the other part. We need to know what number "put together" with 4 makes 6? The answer is 2.) You can also draw a picture to help, if needed.