OPA SUMMER GAMES 1st to 3rd

G	O	T	A
Play a Game with Dice	Add it All Up	Cookie Monster Task	Terrific Ten Frames
Play Addition War	Make the next Ten	Measure Me Task	Coin Collections
Hundreds Chart Battleship	What's the Difference	Feet Under the Table	Give Tangrams a Try
Krypto	Double Trouble	Half and Half	Telling Time

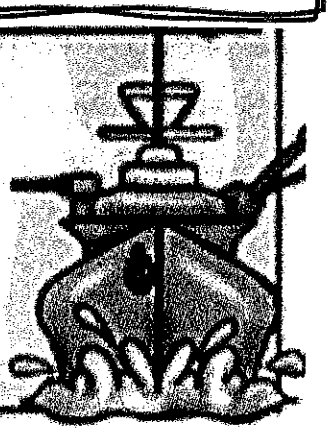
(G)

100s Chart Battleship: My Ships

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The Ships
Aircraft Carrier: Cover 5 Spaces
Battleship: Cover 4 Spaces
2 Destroyers: Cover 3 Spaces
Patrol Boat: Cover 2 Spaces

Rules:
Place your ships on the board.
Take turns guessing numbers to try to hit your opponent's ships
When your ship is hit, take the marker off the spot.
A player who looses all thier markers looses the game.



1

1

1

2

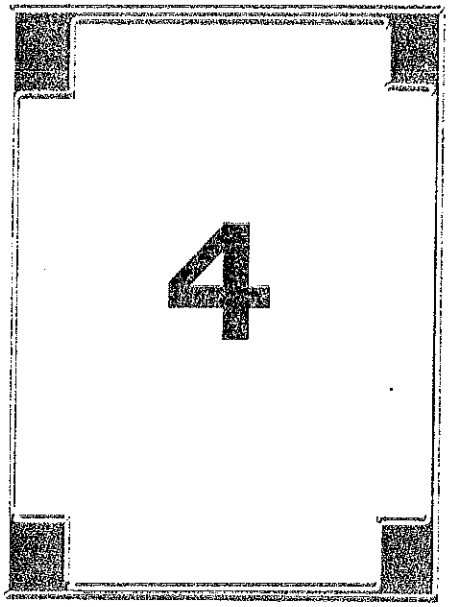
2

2

3

3

3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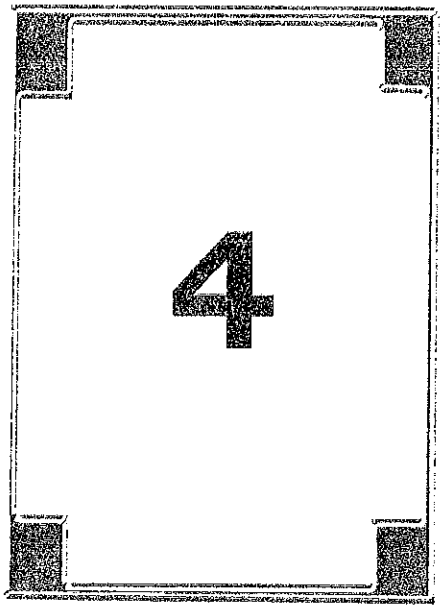
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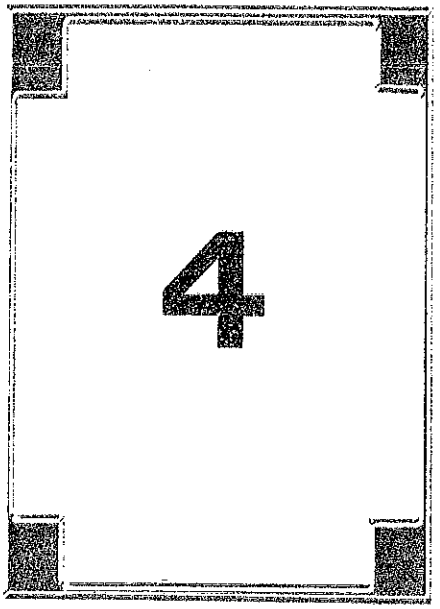
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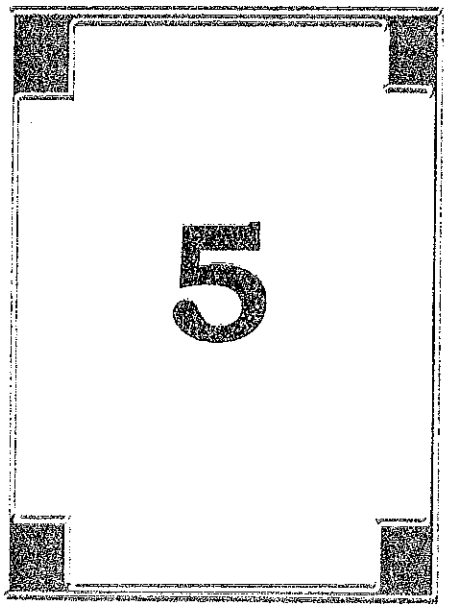
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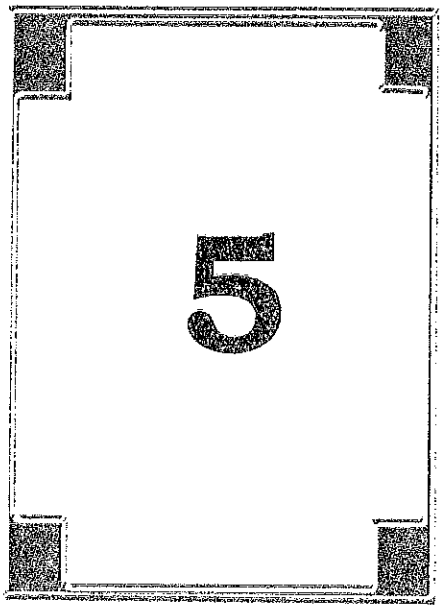
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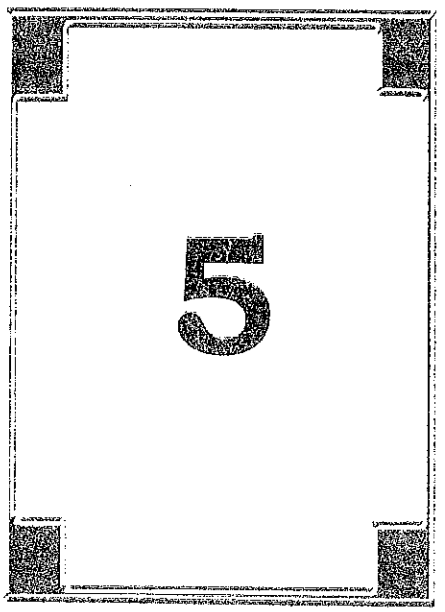
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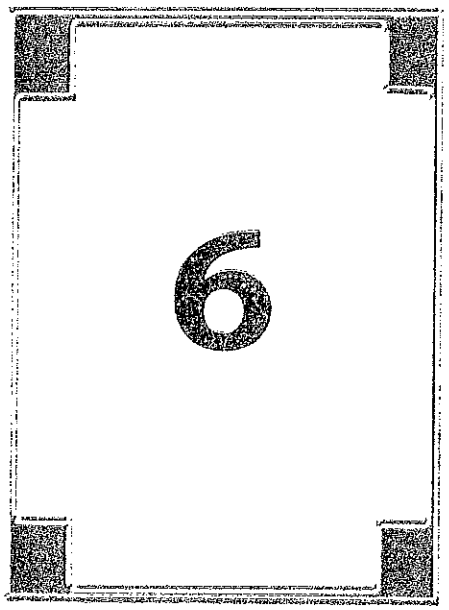
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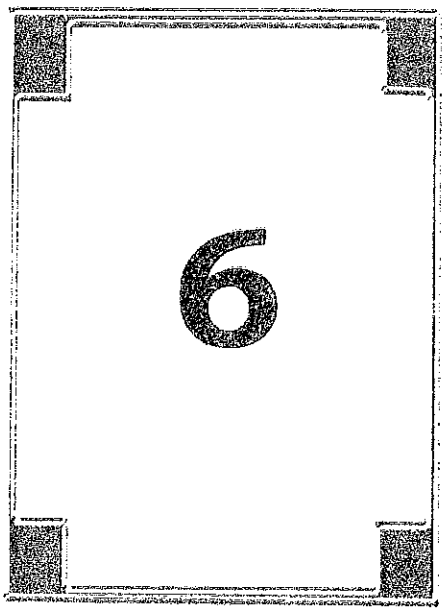
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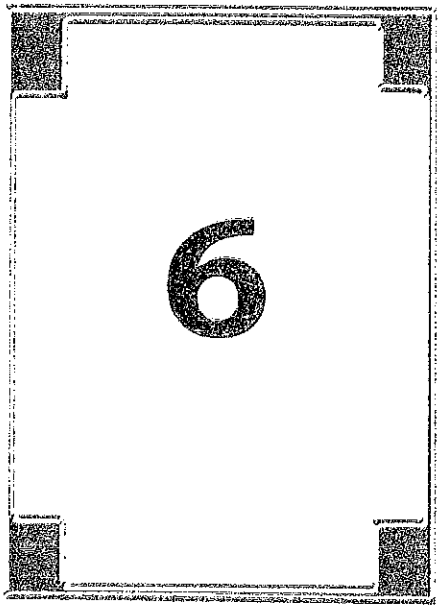
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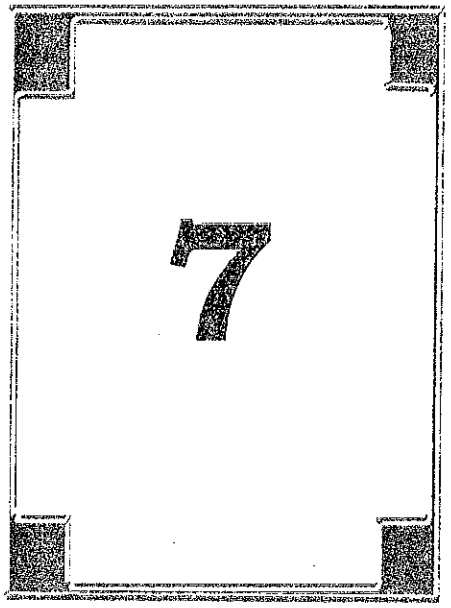
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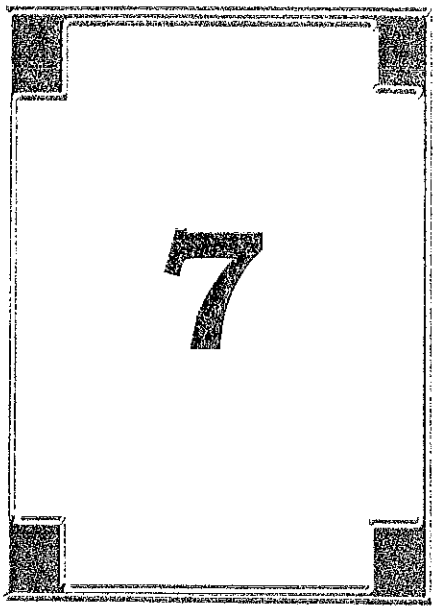
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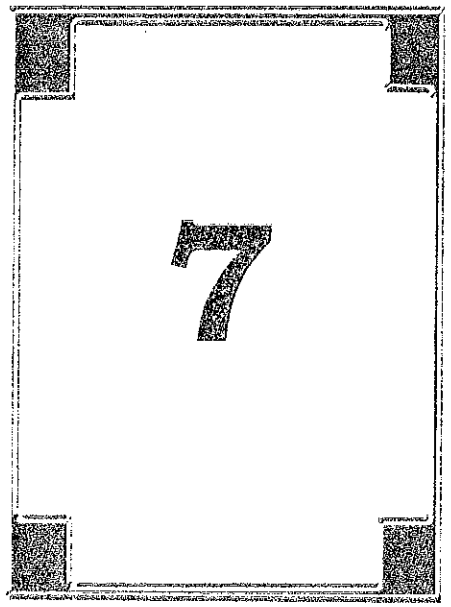
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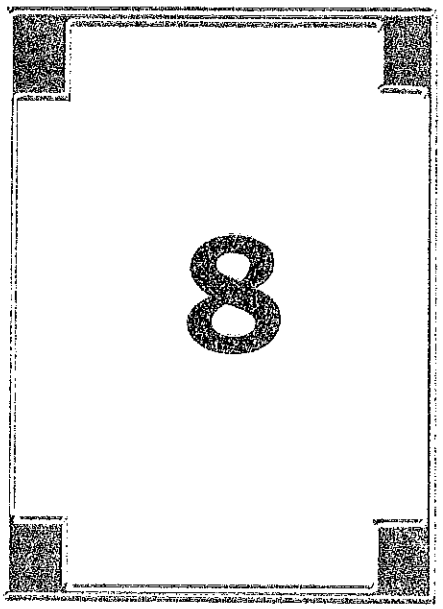
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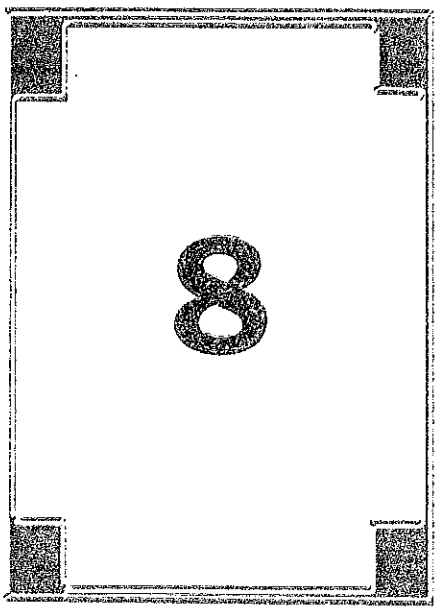
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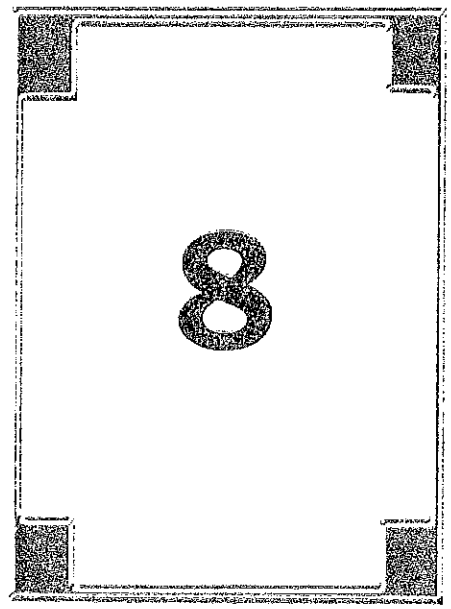
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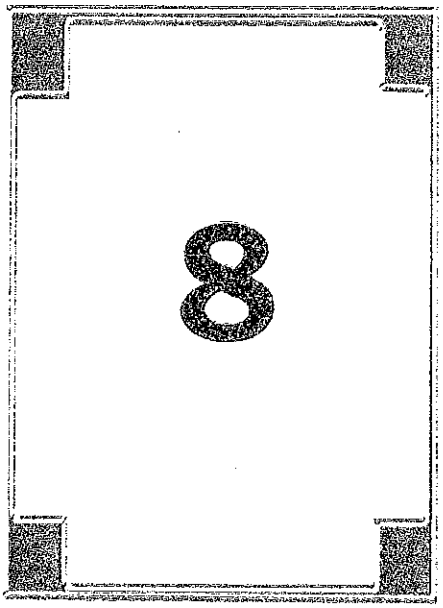
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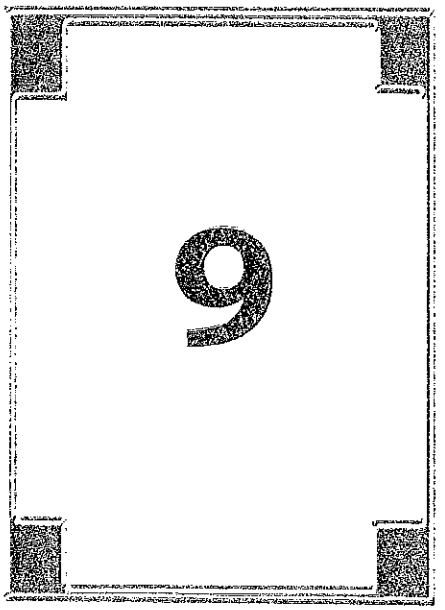
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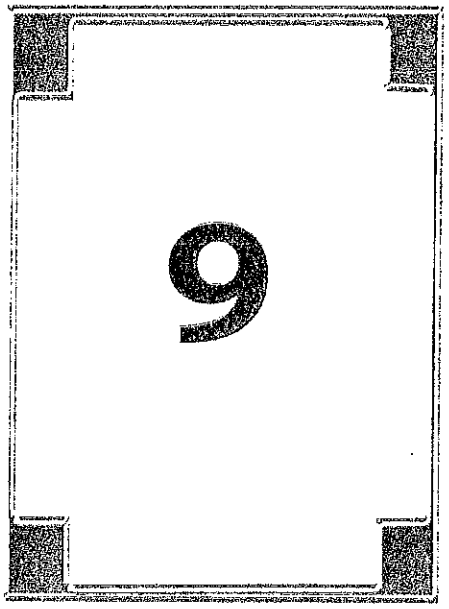
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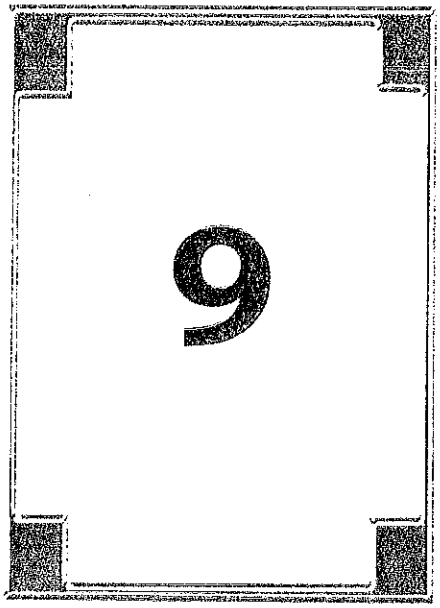
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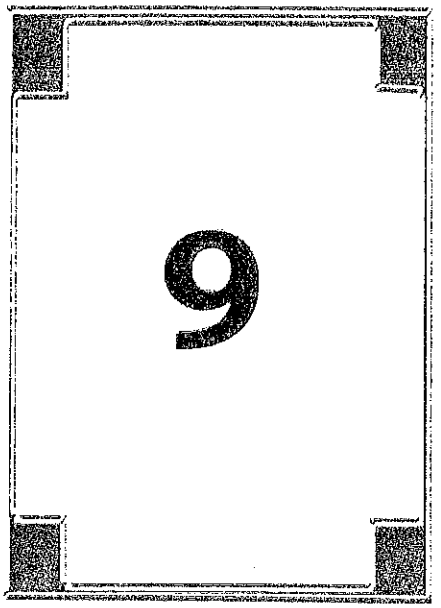
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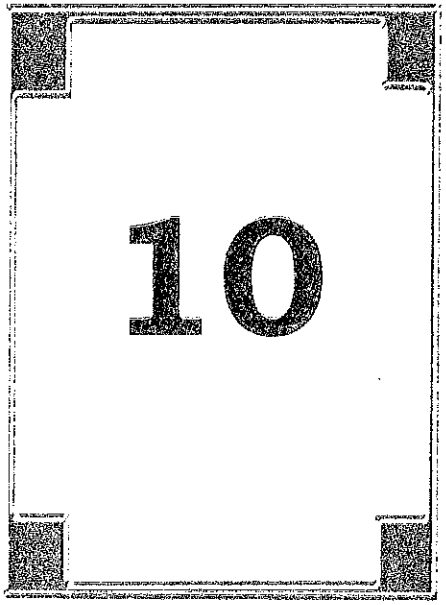
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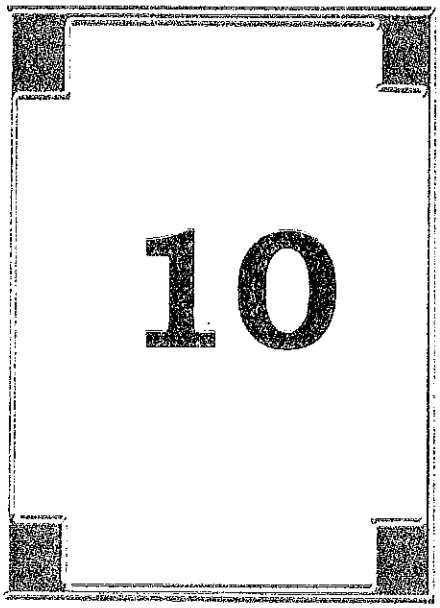
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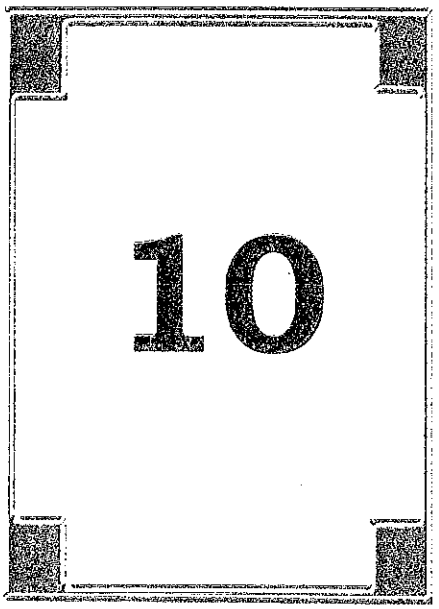
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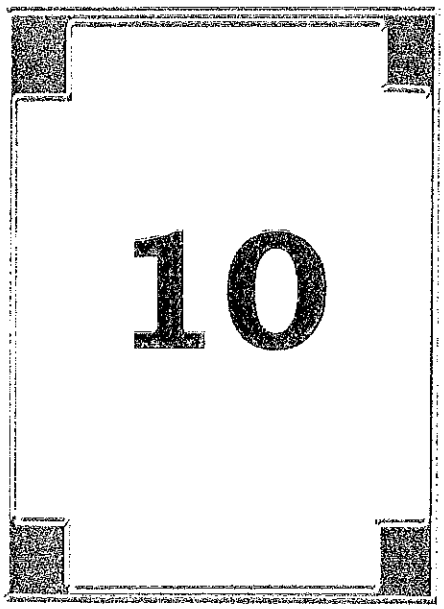
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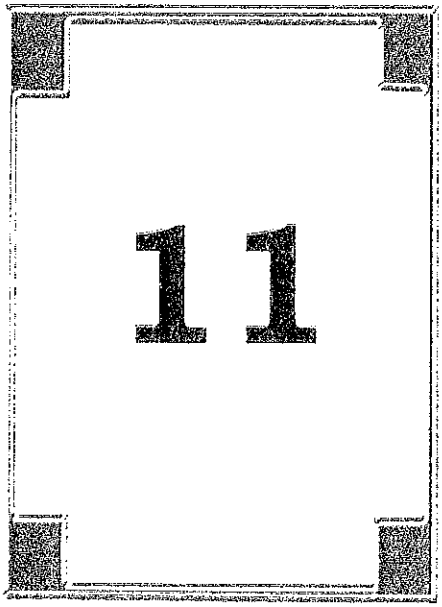
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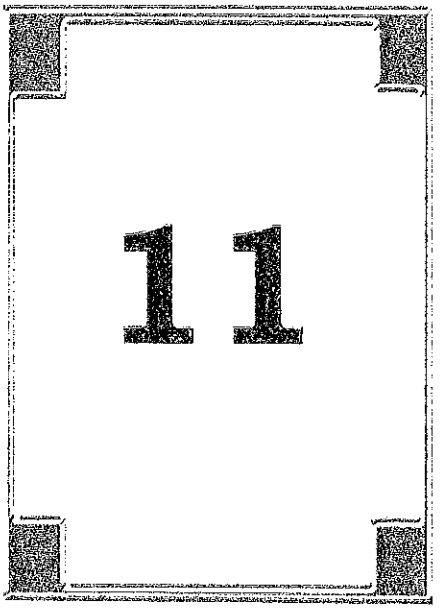
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Add it All Up (O)

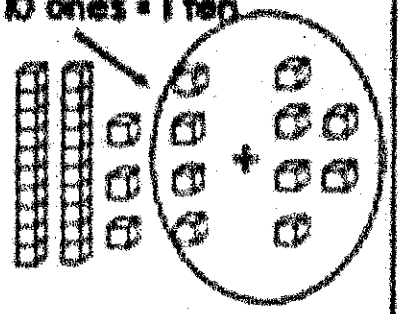
Name _____

Addition With Regrouping

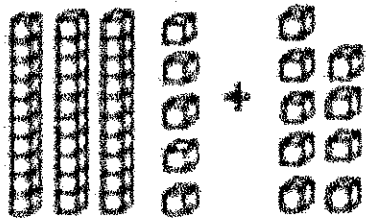
Add, then circle 10 ones to show how you regrouped them as 1 ten

10 ones = 1 ten

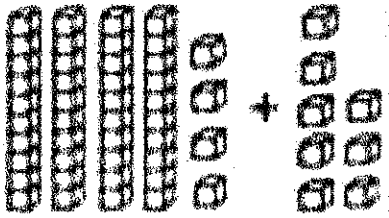
Tens	Ones
1	
2	7
+	6
3	3



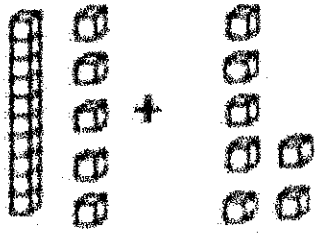
Tens	Ones
3	5
+	9



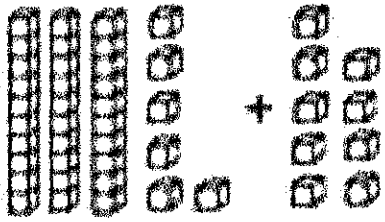
Tens	Ones
4	4
+	8



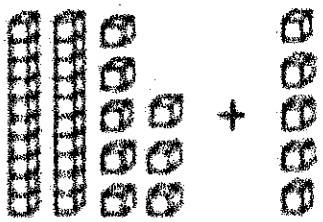
Tens	Ones
1	5
+	7



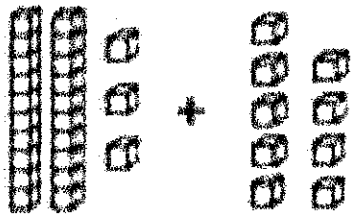
Tens	Ones
3	6
+	9



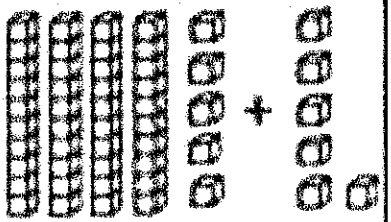
Tens	Ones
2	8
+	5



Tens	Ones
2	9
+	9



Tens	Ones
4	5
+	6



Add it UP (O)

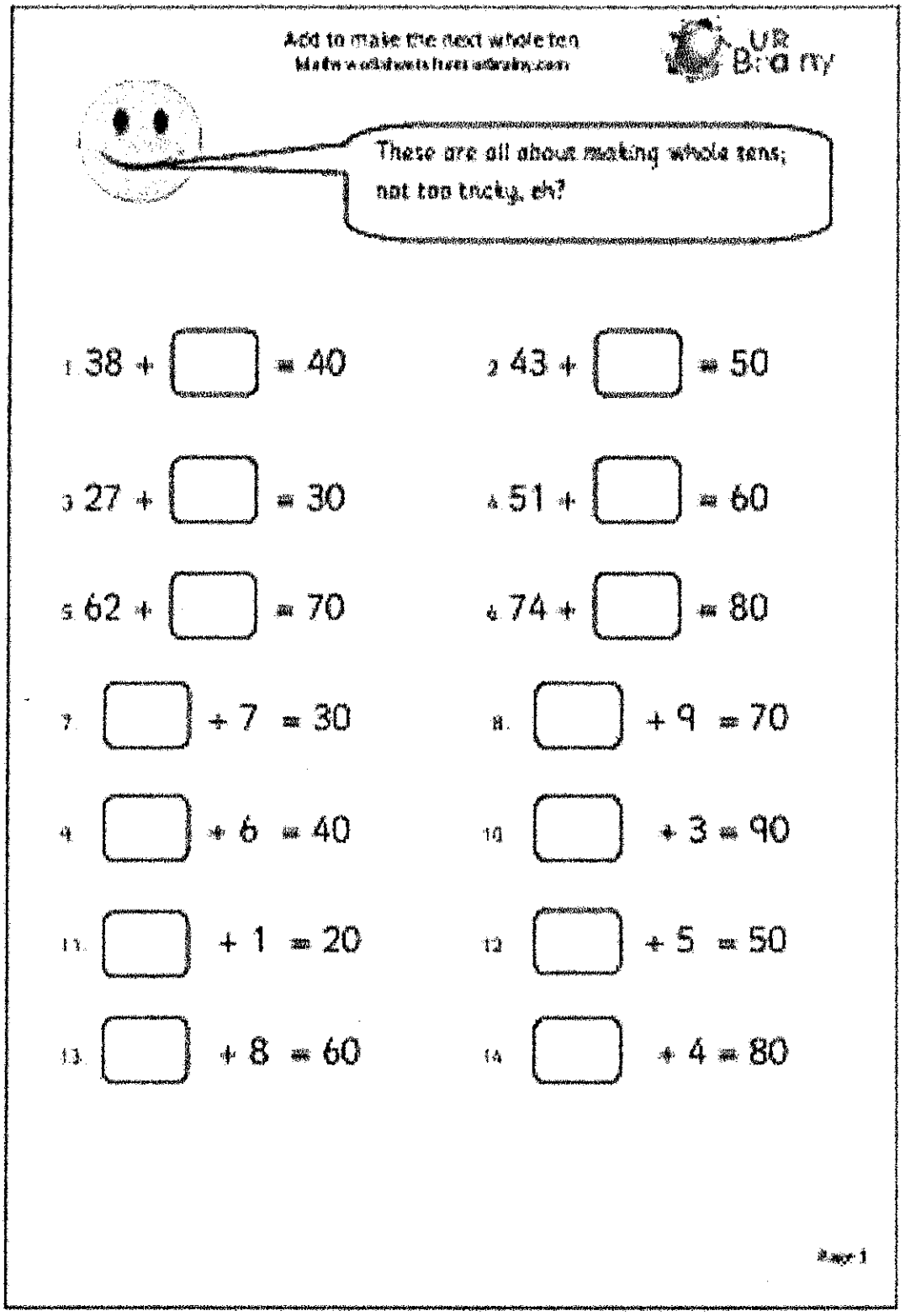
Sums to 99 (A)

Name: _____ Date: _____

Calculate each sum.

42 +16	28 +12	85 +10	69 +11
86 +13	25 +19	66 +22	16 +10
77 +13	63 +11	20 +23	50 +21

Make the next 10 (O)

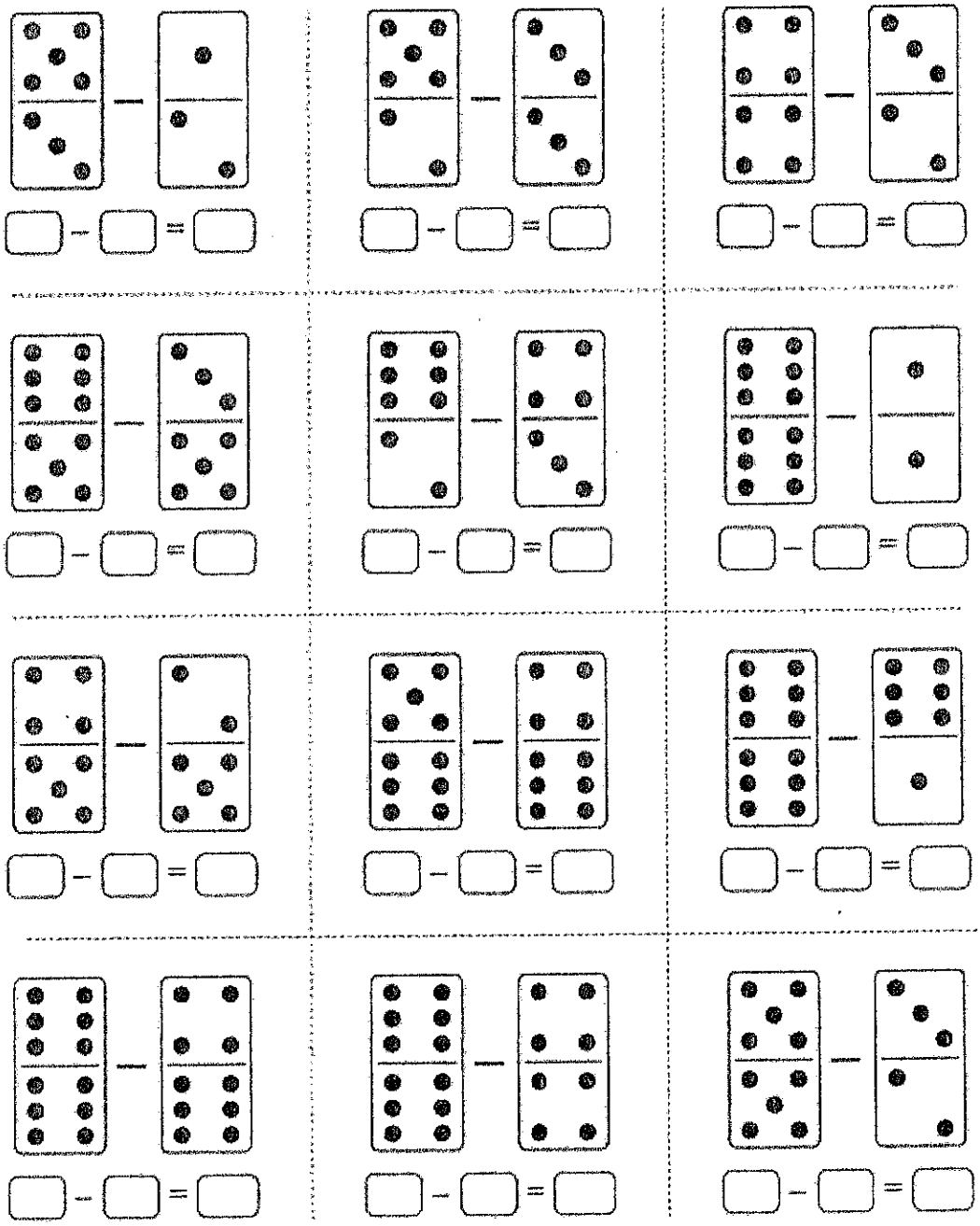


What's the Difference (O)

Count and Subtract

Name: _____ Score: _____

Count and subtract the dots on the dominoes.



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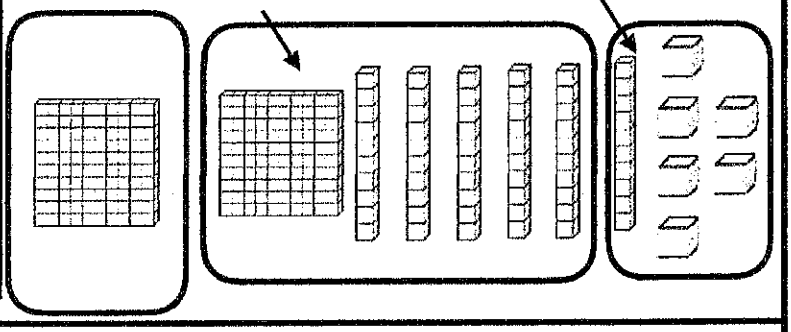
What's the Difference (O)

Name _____ **Subtraction with Regrouping** Tens & Hundreds

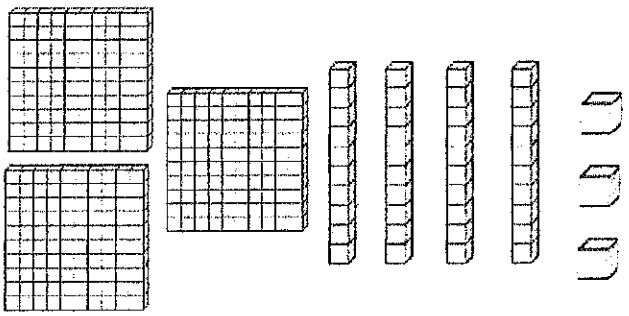
Directions: Circle the base ten blocks to show how you've regrouped then complete the subtraction problem.

1 hundred into 10 tens. 1 ten into 10 ones.

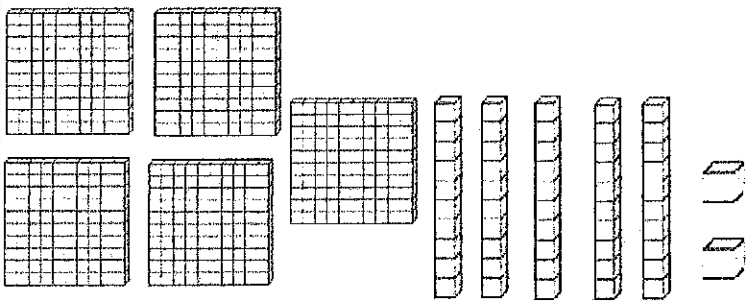
Hundreds	Tens	Ones
1 2	15 6	16 6
- 1	7	8
	8	8



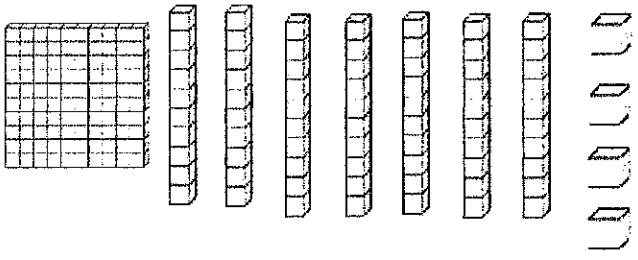
Hundreds	Tens	Ones
3	4	3
- 1	5	6



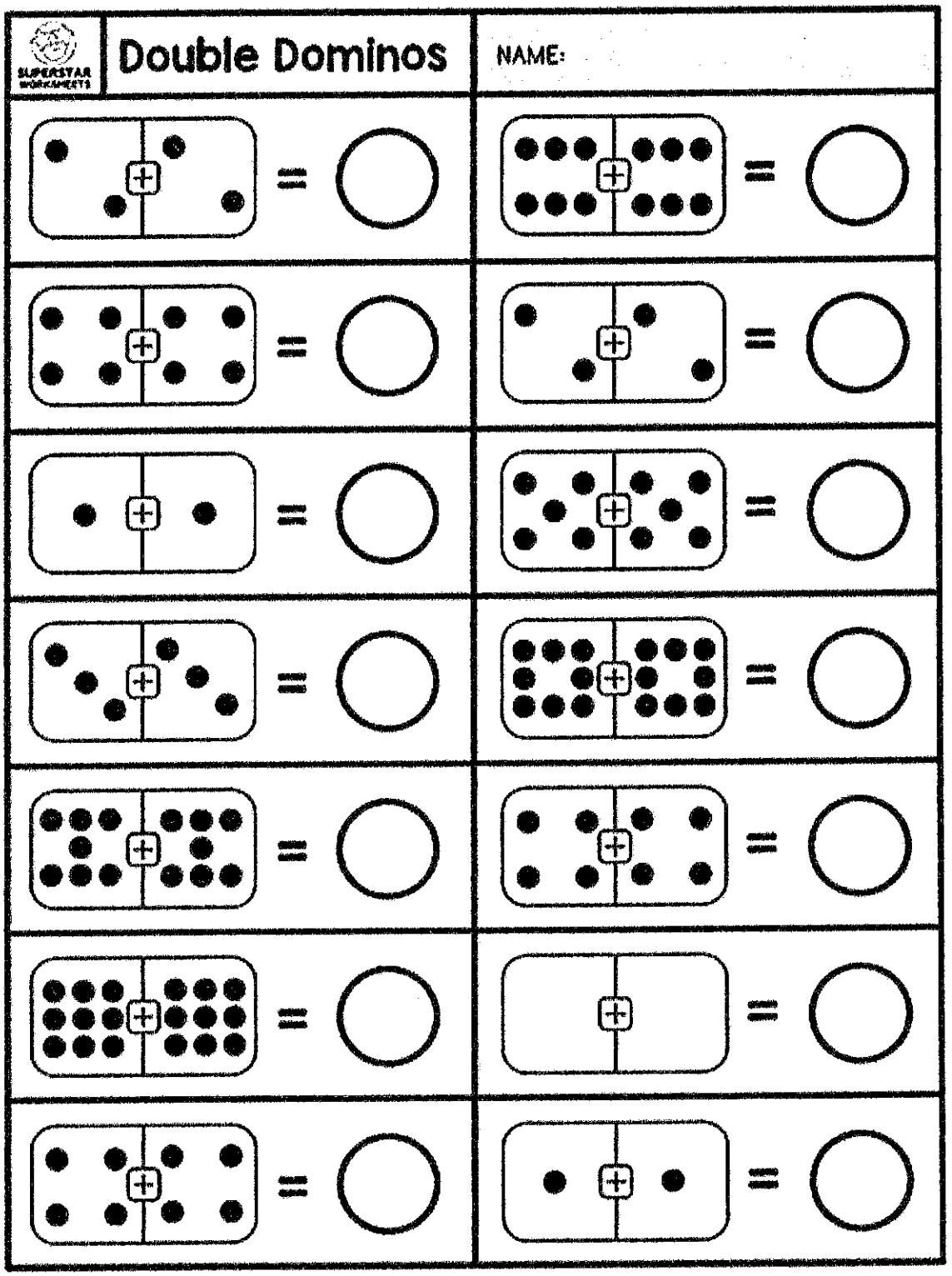
Hundreds	Tens	Ones
5	5	2
- 3	8	4



Hundreds	Tens	Ones
1	7	4
-	9	5



Double Trouble (O)



Double Trouble (O)

Name: _____

Double Double

7+7= ____	9+9= ____	5+5= ____
6+6= ____	1 + 1 = ____	8+8= ____
8+8= ____	3+3= ____	4+4= ____
2+2= ____	7+7= ____	9+9= ____
4+4= ____	6+6= ____	3+3= ____
1 + 1 = ____	2+2= ____	7+7= ____
5+5= ____	9+9= ____	6+6= ____
3+3= ____	8+8= ____	1 + 1 = ____

Double Trouble (O)

Adding Doubles (A)

Find each sum.

7 + 7 =	21 + 21 =	18 + 18 =
1 + 1 =	24 + 24 =	3 + 3 =
6 + 6 =	26 + 26 =	23 + 23 =
30 + 30 =	25 + 25 =	28 + 28 =
19 + 19 =	5 + 5 =	27 + 27 =
20 + 20 =	4 + 4 =	11 + 11 =
17 + 17 =	12 + 12 =	22 + 22 =
16 + 16 =	10 + 10 =	14 + 14 =
29 + 29 =	13 + 13 =	9 + 9 =
8 + 8 =	2 + 2 =	15 + 15 =

(T)
Cookie Monster - Three Act Task https://gfletchy.com/the-cookie-monster/

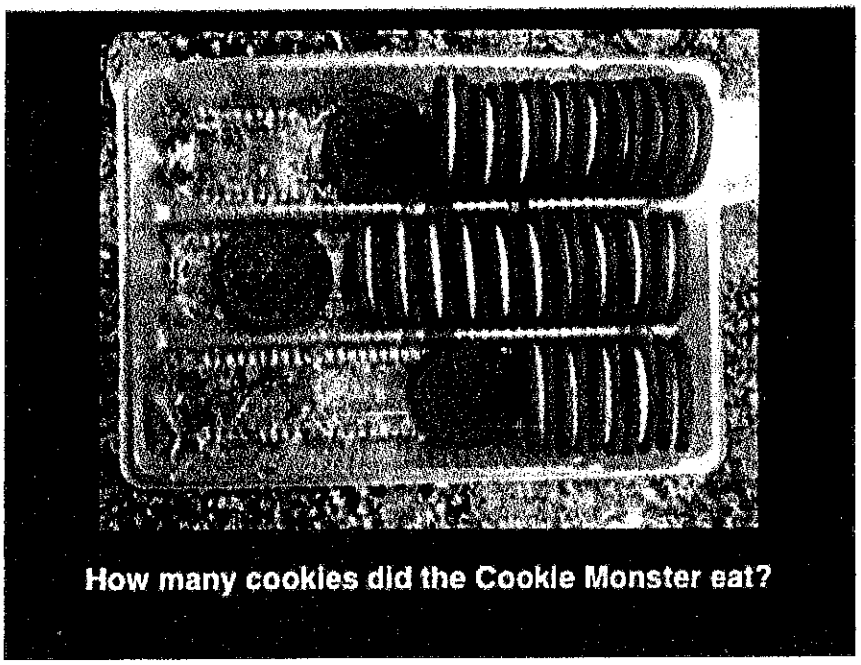
If you have access to a device, you can look-up the link above, if not just follow the instructions below.

Act One:

Cookie Monster was super hungry, and his family brought this package of Oreo's home. He quickly grabbed the package, ripped it open, and ate as many as he could?

What do you notice or wonder about this situation? What questions could you ask about the situation?

Act Two:



Questions:
How many cookies did the cookie monster eat?

How many cookies were in the package to start?

Did any of your wonderings match the questions above?

Act Three:

Discuss your answer. Look at the Key for the actual answer. Remember, your answer may not match, and that is okay.

Measure Me Task (T)

(T)

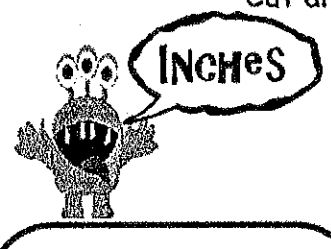
Which unit of measure makes sense to measure things with?

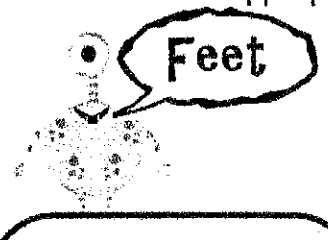
Name:

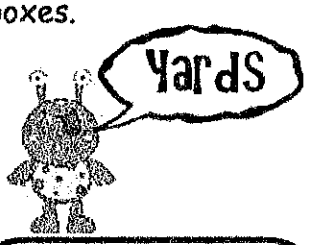
2013 Samantha Kelly

What would YOU use?

What units would you use to measure the items at the bottom of the page?
Cut and paste them in the appropriate boxes.







Airplane	Person	Sky-scraper	Car	Flower	Swimming Pool
Book	Tree	Cupcake	Football Field	Pencil	Bed

(T)

Feet Under the Table - In this task, a group of children or your family sit around a table. Without peeking, they figure out how many feet are under the table. They can use mathematical tools, such as cubes or drawings, that will help them.

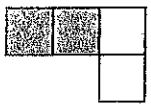
Task Instructions

1. Seat a small group of people around the table with you and place the counters (beans, or M&M's etc.) in the center of the table.
2. Ask students what they think is under the table. When they say, "feet," invite them to make noise with their feet to make sure there really are feet down there.
3. Ask them to figure out, without peeking, how many feet are under the table. Tell them they can use counters, paper or pencils to figure it out. Explain that eventually, they need to write down their thinking on the paper. To extend this to a little older students, you can ask other questions. How many tens are here? How many big toes? Can you write equations that will match your totals?
4. Observe the students as they work and support as necessary.
5. Ask students to share how they represented the feet on their paper and how many feel they think there are altogether.
6. When all the students are finished, have them peek under the table to check their answers.

Materials Needed - Counters(15 per student), A small group of students around a table, Paper and pencils - one per student

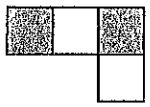
Half and Half (T)

These shapes show halves. One half of the shape is colored and one half of the shape is uncolored.



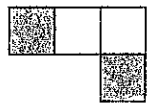
(Yes) No

2 + **2** = **4**



(Yes) No

2 + **2** = **4**



(Yes) No

2 + **2** = **4**

These shapes do **not** show halves.

Yes (No)

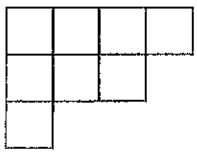
3 + **2** = **5**

Yes (No)

3 + **2** = **5**

Look at the three shapes below and on the next page. Find out if you can color in one half of the shape. Circle "yes" or "no" below the shape. Then, write an addition sentence that describes how you colored in the shape.

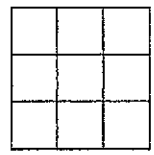
1.)



Yes No

___ + ___ = ___

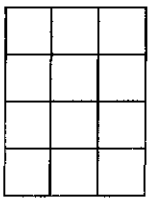
2.)



Yes No

___ + ___ = ___

3.)



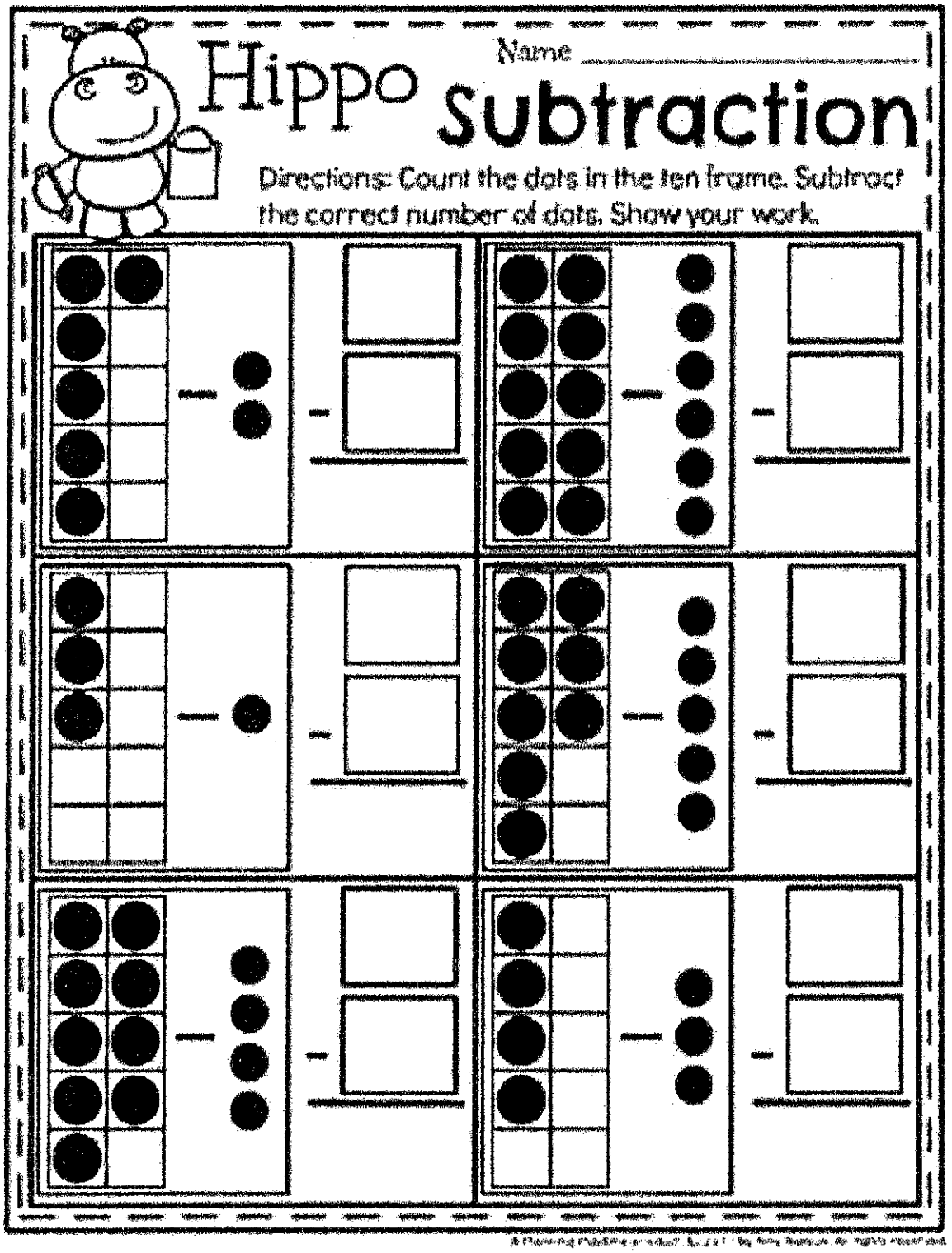
Yes No

___ + ___= ___

4. How can you tell by looking at a shape that it can be colored to show half?

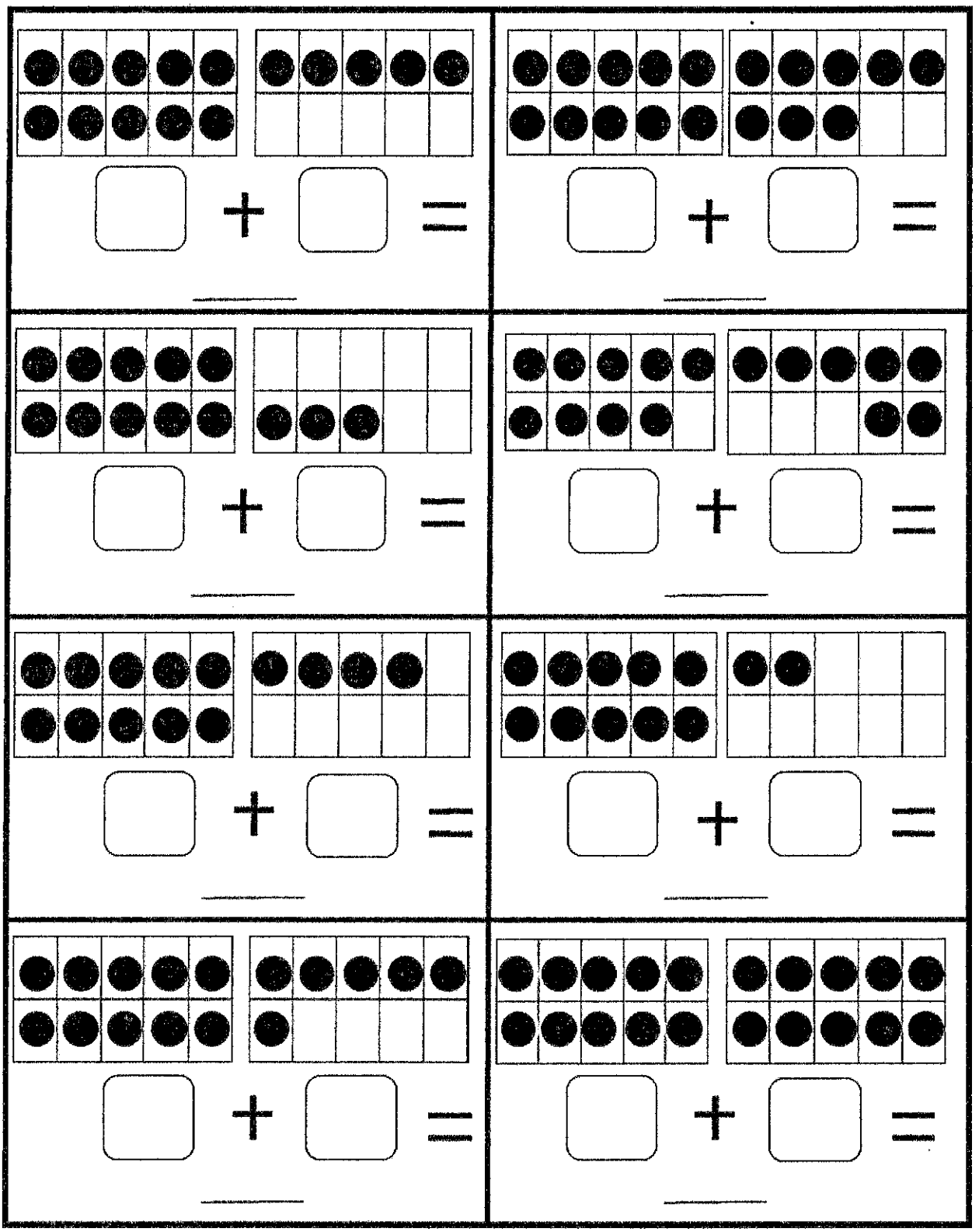
Half and Half Grade 2			Rubric
The core elements of the performance required by this task are: • Uses number concepts in geometric contexts • Represents commonly used fractions such as ½ Based on these credit for specific aspects of performance should be assigned as follows		points	section points
1	Gives correct answer as: Correct drawing that shows halves **Yes** $4 + 4 = 8$	 **1** **1** **1**	 **3**
2	Gives correct answer as: Drawing that shows inequality **No** Equation matches drawing Alternative solution: Divides the figure in half using fractions of a square **Yes** $4\frac{1}{2} + 4\frac{1}{2} = 9$	 **1** **1** **1** **or** **1** **1** **1**	 **3**
3	Gives correct answer as: Correct drawing that shows halves **Yes** $6 + 6 = 12$	 **1** **1** **1**	 **3**
4	Explains how they got the answer such as: The number sentence is always a double. There are even numbers of squares so you can find half and half. Each colored square has a partner that is uncolored.	 **1**	 **1**
	Total Points		**10**

Terrific Ten Frames (A)



Name _____

Write the correct number sentences for the ten frames.



Coin Collections (A)

Quarter
25c

Dime
10c

Nickel
5c

Penny
1c

K5 Learning

Identifying coins and their value

Kindergarten Money Worksheet

Count the coins and match their value to the amounts shown.

27¢

20¢

6¢

13¢

Coin Collections (A)

1. Tara showed 30 cents two ways. Circle the way that uses the fewest coins.

a.	b.

What coins from (a) were changed for one coin in (b)?

_____

2. Show 40¢ two ways. Use the fewest possible coins on the right below.

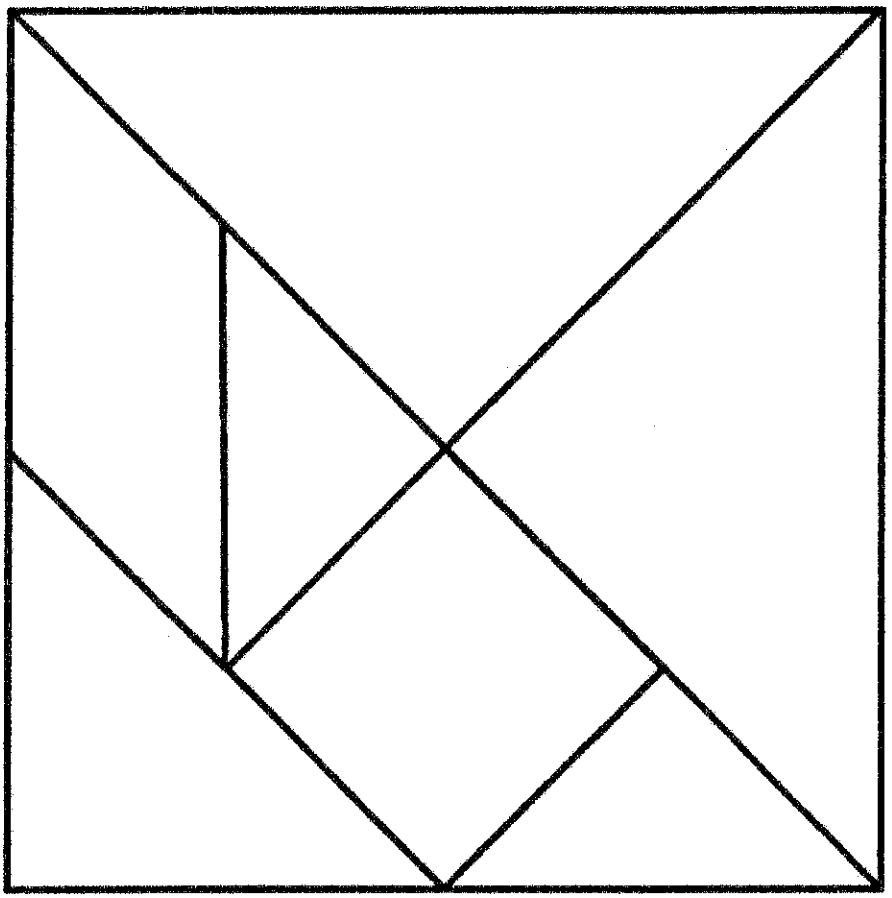
	Fewest coins:

3. Show 55¢ two ways. Use the fewest possible coins on the right below.

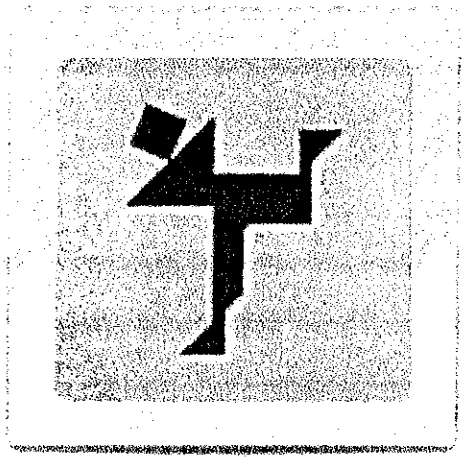
	Fewest coins:

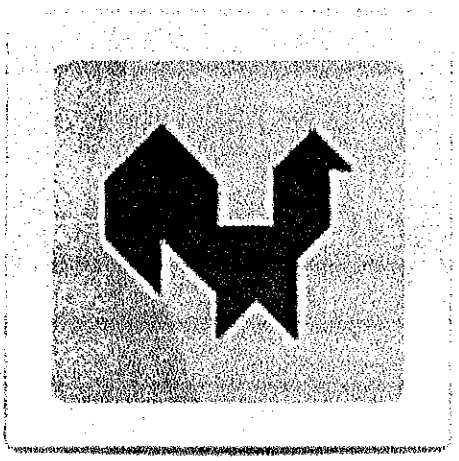
4. Show 66¢ two ways. Use the fewest possible coins on the right below.

Give Tangrams a Try (A)



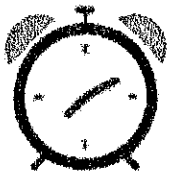
This is a tangram template. When you cut out the template, it will give your seven pieces. These pieces can then be used to make many fun pictures. It is like a puzzle. Below you will see a couple of pictures. Use the tangrams to make the pictures below.





Give Time a Try (A) - Find the time to the Hour, Half-Hour, or Quarter of an Hour.

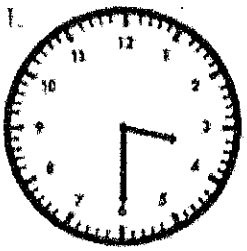
Name _____ Date _____

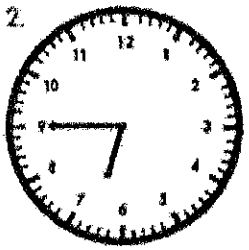


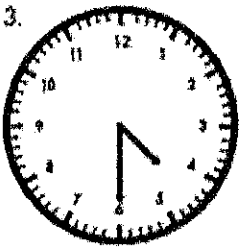
Telling Time

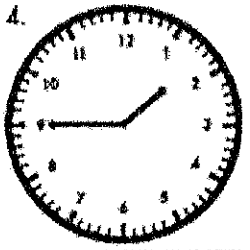
Quarter Hour
Worksheet 5

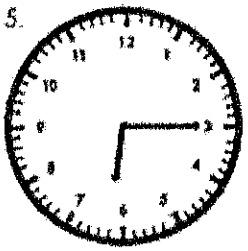
Write the time inside each clock below.

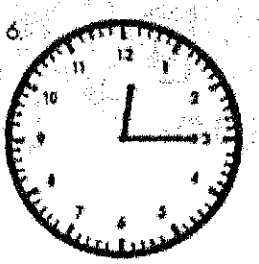
1. 

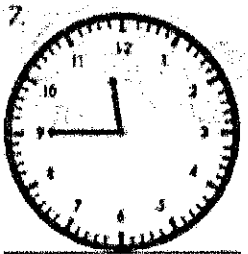
2. 

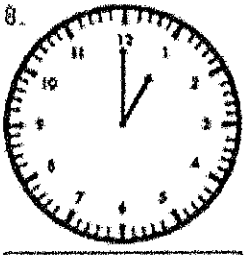
3. 

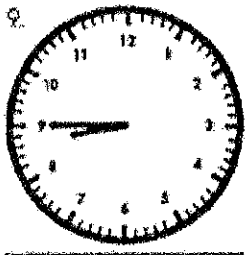
4. 

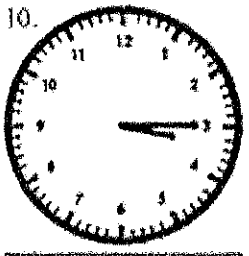
5. 

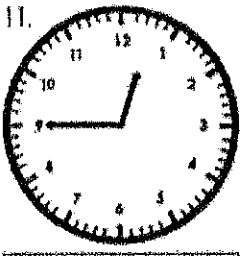
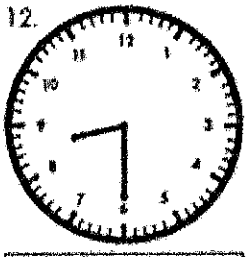
6. 

7. 

8. 

9. 

10. 

11. 

12.