

At-Home Activities from *Investigations 3*

The Close to... Games

These games involve thinking about addition, and about an important landmark number, such as 1, 10, 100, or 1,000.

Kindergarten: *How Many to 10?*

Turn over a [Ten Frame Card](#). Figure out how many dots. Then, figure out how many more dots you need to have 10. Full directions and variations [here](#); you can also play [online](#).

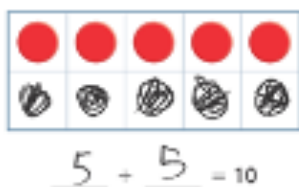


"There are 1, 2, 3, 4, 5, 6, 7 red dots. And 1, 2, 3 empty spaces. So I need 3 more dots."

"There's a row of 5 and 2 more, so 6, 7. And I can just see that what's left is 3. 7 and 3 makes 10."

Try More

- Use the [recording sheet](#). Draw the number of dots on the card in one color. Draw the number of dots to make 10 in another color. Write an equation that represents your Ten Frame.



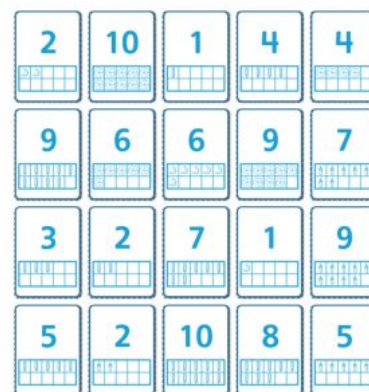
Resources

MWI: [Ways to Make 10](#)

(CCSS: K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4)

Grade 1: *Make 10*

Deal out 4 rows of 5 [Primary Number Cards](#). Players take turns finding two cards that make 10. Play until there are no combinations of 10 left. Full directions and variations [here](#); you can also play [online](#).



"I looked at the 1st card and it's 2. To make 10 I need...3, 4, 5, 6, 7, 8, 9, 10 (raising a finger for each number), I need (looking at fingers) 8."

"I just know that 5+5=10, so I start by looking for 5's."

Try More

- Deal the cards face down, making this a memory game.
- Play Tens Go Fish. Deal 5 cards to each player. Find and put down the pairs you have that make 10. Players take turns asking each other for a card that, with a card in their hand, will make 10.

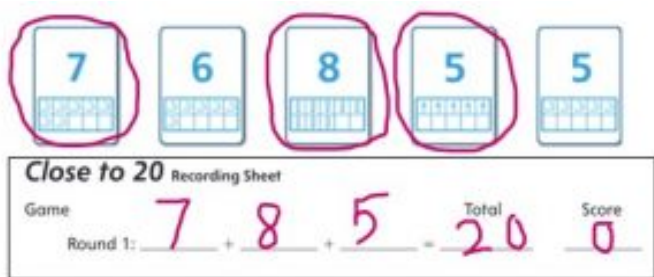
(CCSS: 1.OA.B.3, 1.OA.C.6)

The Close to... Games

These games involve thinking about addition, and about an important landmark number, such as 1, 10, 100, or 1,000.

Grade 2: Close to 20

Each player turns over 5 [Primary Number Cards](#) and chooses 3 to add together that will total as close to 20 as possible. Full directions, variations and recording sheet [here](#); you can also play [online](#).



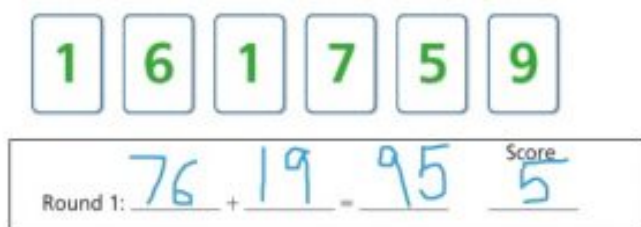
Encourage players to explain how they decided which cards to choose. For example, a player might say:

"I chose 7 and 8 to start. I know that $7 + 7 = 14$, so $7 + 8$ would be 1 more, which is 15. I know that $15 + 5$ is 20 so I chose 5."

(CCSS: 2.OA.B.2, 2.MD.B.6)

Grade 3: Close to 100

Each player turns over 6 [Digit Cards](#) and chooses 4 to make two numbers that when added together total as close to 100 as possible. Full directions and recording sheet [here](#); you can also play [online](#).



Encourage players to explain how they decided which cards to choose. For example, a player might say:

"I know $70 + 10$ is 80 and I thought that would get me pretty close to 100. I needed 20 more to get to 100. I know that $6 + 9$ is 15 which is as close as I can get."

(CCSS: 3.OA.D.9)

The Close to... Games

These games involve thinking about addition, and about an important landmark number, such as 1, 10, 100, or 1,000.

Grade 4: Close to 1,000

Each player turns over 8 [Digit Cards](#) and chooses 6 cards to make two 3-digit numbers that added together will total as close to 1000 as possible. Full directions, variations and recording sheet are [here](#). You can also play [online](#).



Game 1
 Round 1: $498 + 501 = 999$ Score

Encourage players to explain how they chose what numbers to make. For example:

"Sometimes I try to make 2 numbers that are really close to 500 because $500 + 500 = 1000$. Since there is a 4 and a 5, I could make a number in the 400s and a number in the 500s. 498 and 501 are both really close to 500. $498 + 501$ is 999."

(CCSS: 4.NBT.B.4)

Grade 5: Close to 1

Turn over 5 [Decimal Cards](#). Each player chooses any number of cards that, added together, will total as close to 1 as possible. Full directions, variations and recording sheet are [here](#). You can also play [online](#).



Round 1: $0.65 + 0.375 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 1.025$ Score 0.025

Encourage players to explain how they decided what cards to choose. For example:

"I chose 0.65 and 0.375 because I wanted to make 9 in the tenths place. I knew then the numbers in hundredths and thousandths added together would get me close to or a little over 1."

Resources

MWI: [Adding Decimals](#)

(CCSS: 5.NBT.B.7)