

Up and Down the 120 Grid: a game for 2 – 4 players

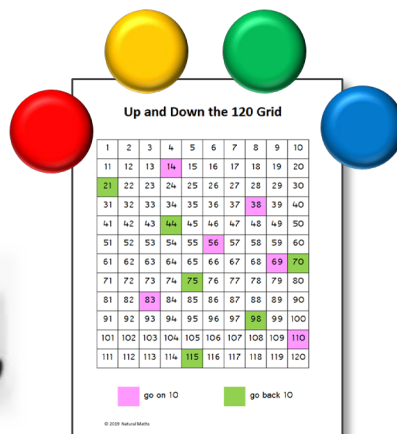
Resources

A laminated 120 grid game board.

A coloured counter for each player.

A dice.

P.S. According to one source, **dice** was once the plural of **die**, “but in modern standard English dice is both the singular and the plural: 'throw the dice' could mean a reference to either one or more than one dice.”




Show Slide 1

Share the rules with the students.

Slide 1

Up and Down the 120 Grid



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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

go on 10

go back 10

On your turn, roll the dice and move forward that many spaces on the game board.
If you land on a pink number move on 10 more spaces.
If you land on a green number move back 10 spaces.
Play then passes to the next player.

The first player to reach or pass 120 is the winner.



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Teaching Points

Focus students thinking on why it is not necessary to count on 10 and to notice and explain what happens to any number when 10 is added to or taken from it. For instance if the counter is on 23 ten more will increase the number in the 10s place by 1 and the number in the 1s place will remain the same. Ask:

“What will happen when you move on 10?”

“How do you know?”

“Is there a pattern that you notice?”

“Does the same pattern work when you go back 10?”

“Why is that?”

Encourage students to use know strategies and facts when they count on the dice moves by asking (as an example):

“Do you need to count on 4 or do you have a different strategy to move on 4 from 18?”

We want students to use known facts, doubles and rainbow facts and to bridge through 10 efficiently as they play the game.

Reflection

Questions such as the following will focus on the above learning points.

“You are on 19 and need to move on 3 what do you know that will help you not need to count on one by one?”

“4 and 6 are a rainbow pair that makes 10. Can you use a rainbow pair to work out 24, move on 6? How does that work?”

“You are on 30 and need to go back 5. Would the 5s counting pattern help with that? How?”


“Why is it important to stop and think if you can do the count on or count back without just counting by ones every time?”




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go back 10