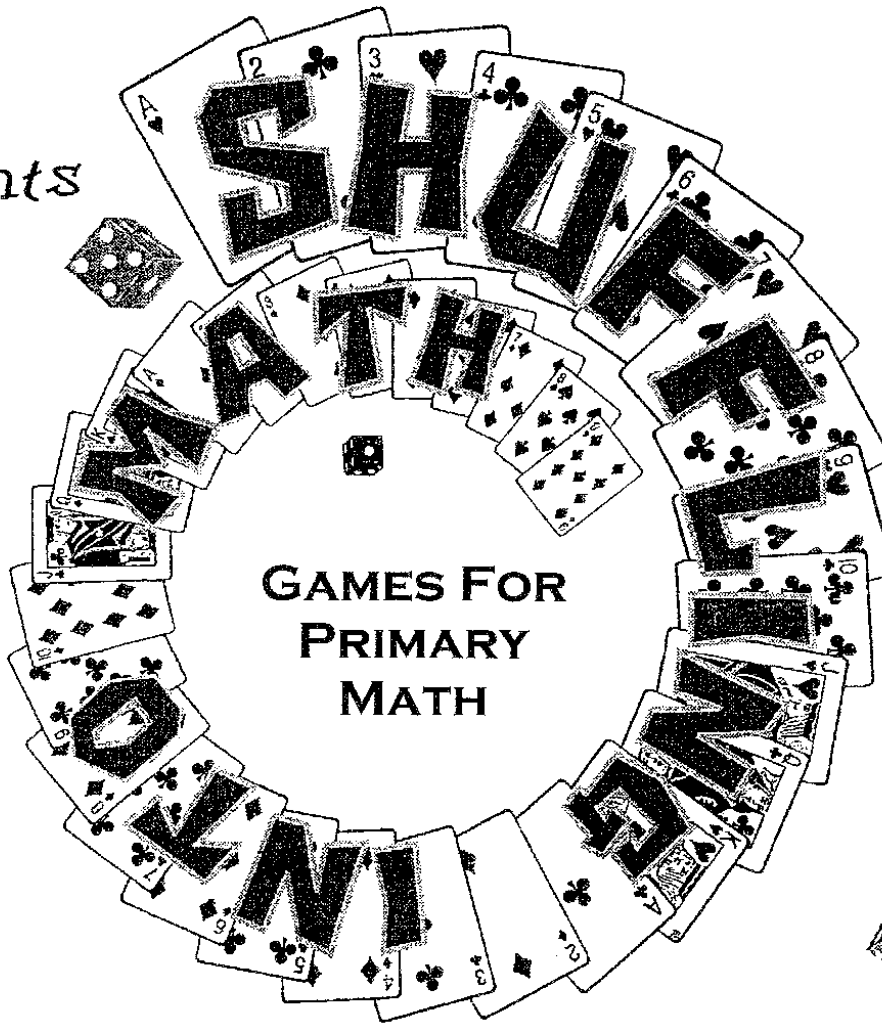


# box cars and one-eyed jacks<sup>®</sup>

Presents



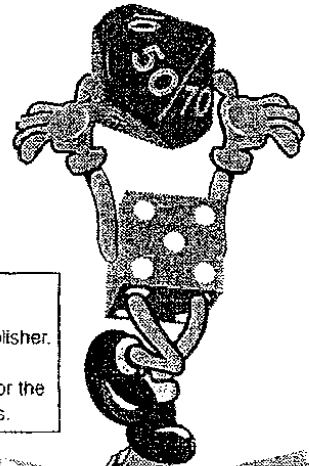
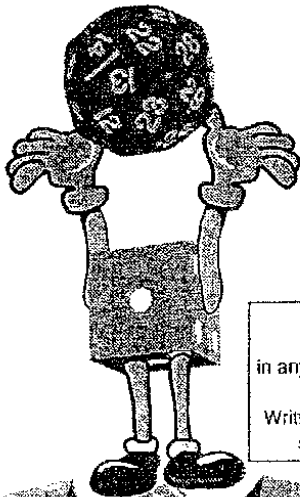
Presented by

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Game # \_\_\_\_\_

\_\_\_\_\_

Skills: \_\_\_\_\_

Players: \_\_\_\_\_

Equipment: \_\_\_\_\_

Rules:





The main purpose of "Jot Notes" is to have a written record of the rules for reference. Even if a student forgets, they should be able to "figure out" how to play again with good jot notes. They can be used in both a classroom and home setting.

## JOT NOTING

- Is a life skill
  - Hear information and transfer it to print
  - Time saving technique that can be used in all subject areas
  - Need to develop shorthand and abbreviations
  - These must make sense to your students – connections are stronger and better remembered when they help develop them
- 
- S = Skills
  - P = Players
  - E = Equipment
  - G = Goal
  - G.S. = Getting Started
  - W.I.Y.T. = When it's Your Turn
  - A.T. Alternate Turns
- 
- Develop the language of game playing and rules as you go.
  - Start a games journal dictionary of terms and abbreviations

# NUMBER LINE WORK

--

---

**0 1 2 3 4 5 6 7 8 9 10**

---

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

# NUMBER WORD BLACKOUT

**one**

**two**

**three**

**four**

**five**

**six**

**seven**

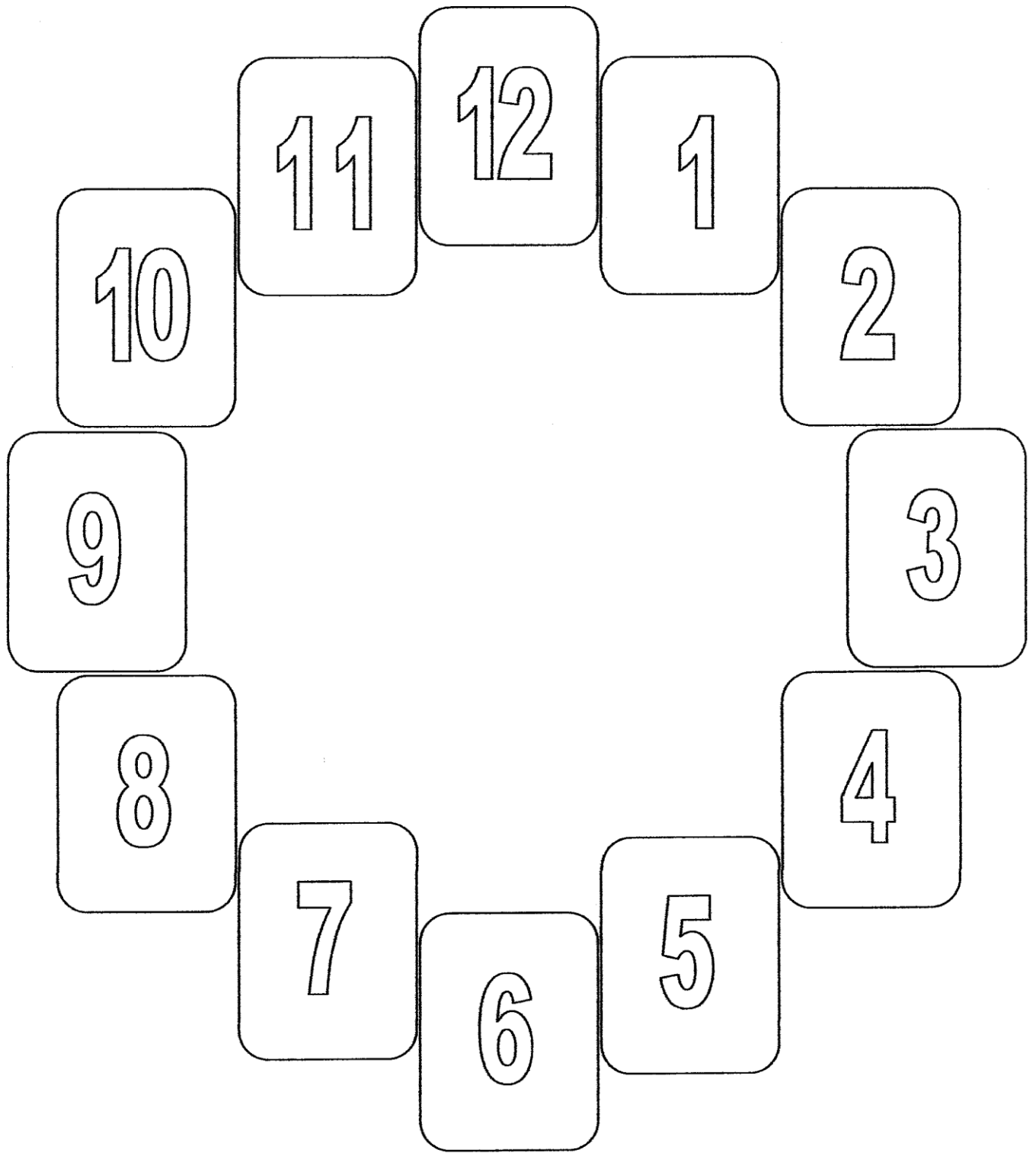
**eight**

**nine**

**ten**

**eleven**

**twelve**



# HORSE RACE



This is a game for two Dicers to play at one time. Players use one tray divided so that each player uses only their half.



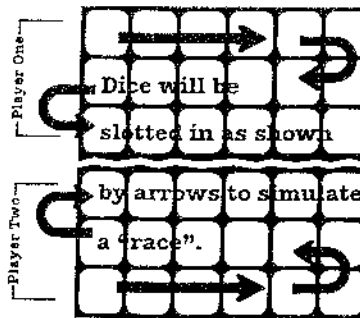
## TO BEGIN

Each Dicer chooses eighteen dice of their own colour and these are removed from the tray.

## THE GOAL

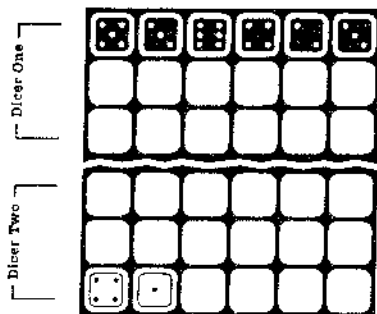
The goal of the game is to have the most dice in your side of the "horse race track" after all dice have been rolled out for the round. Dicers roll two dice at one time.

Dicers add their two dice and compare their sums. The Dicer with the greatest sum places them into their side of the "horse race track". Their opponent places their two dice into the lid (losing side). Dicers pick up two new dice, roll, add and compare their sums. The Dicer with the greatest sum places them into their side of the "horse race track" and their opponent places them into the lid. In the event of a tie sum, both Dicers place their dice into their own side of the "horse race track". Dicers roll out all remaining dice. The Dicer with the most dice on their side of the "horse race track" after nine tosses, is the winner.



The tray is divided between the two players as shown.

## EXAMPLE



Play After 3 of 9 Rounds.

### Toss 1

Dicer One + = 8 → WINS and places dice in tray

Dicer Two + = 5 → Tosses dice into lid

### Toss 2

Dicer One + = 10 → WINS and places dice in tray

Dicer Two + = 3 → Tosses dice into lid

### Toss 3

Dicer One + = 5 → TIE both players place dice in tray

Dicer Two + = 5

## LEVEL 1

Play is outlined above, Dicers roll two dice and add.

## LEVEL 2

Play as described in above rules, but now Dicers roll three dice and add for the greatest sum. The Dicer with the greatest sum (answer) places them into their side of the "horse race track".

$$\text{dice 4, 4, 1} + \text{dice 4, 4, 1} = 9$$

## LEVEL 3

Play as described in above rules, but now Dicers roll two dice and multiply  $\text{dice 4} \times \text{dice 5} = 20$  for the greatest product. The Dicer with the greatest product (answer) places them into their side of the "horse race track".

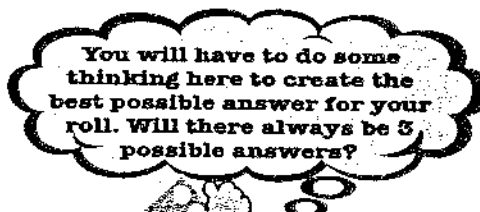
## LEVEL 4

Play as described in above rules, but now Dicers roll three dice, add two, and multiply by the third for the greatest product. See example.

The Dicer with the greatest product places them into their side of the "horse race track".



$$\begin{aligned} (5 + 3) \times 6 &= 48 \checkmark \text{ Best Choice} \\ (6 + 3) \times 5 &= 45 \\ (6 + 5) \times 3 &= 33 \end{aligned}$$











# DOUBLES + PATTERNS

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## DOUBLE



$1 + 1 = 2$

$2 + 2 = 4$

$3 + 3 = 6$

$4 + 4 = 8$

$5 + 5 = 10$

$6 + 6 = 12$

$7 + 7 = 14$

$8 + 8 = 16$

$9 + 9 = 18$

## DOUBLE + 1



$1 + 2 = 3$

$2 + 3 = 5$

$3 + 4 = 7$

$4 + 5 = 9$

$5 + 6 = 11$

$6 + 7 = 13$

$7 + 8 = 15$

$8 + 9 = 17$

$9 + 10 = 19$

## NICKNAME

Goal Post

Rabbit, Kangaroo, Caribou

Dental

Spider, Octopus

Ten Tickly Fingers

“Box Cars”, Egg Carton, Farmers

Valentines Day

Sweetheart

Adult Double

- 
- Learn doubles – cards 1-6 or 1-9, regular dice, 10 sided 0-9 dice
  - +1 Trick counting on
  - Doubles + 1 → Then transfer to symbolic work
- 

## PATTERNS FOR DICE PLAY

1	2	6
2	4	7
3	6	8
<u>+4</u>	<u>+8</u>	<u>+9</u>
10	20	30

SIMPLE SIXES

SUCCESSFUL SEVENS

EASY EIGHTS

NIFTY NINES

TERRIFIC TENS

ENORMOUS ELEVENS

TREMENDOUS TWELVES



# TIC TAC TEN

0 1 2 3 4 5

0

0 1 2 3 4 5

1

1 2 3 4 5 6

2

2 3 4 5 6 7

3

3 4 5 6 7 8

4

4 5 6 7 8 9

5

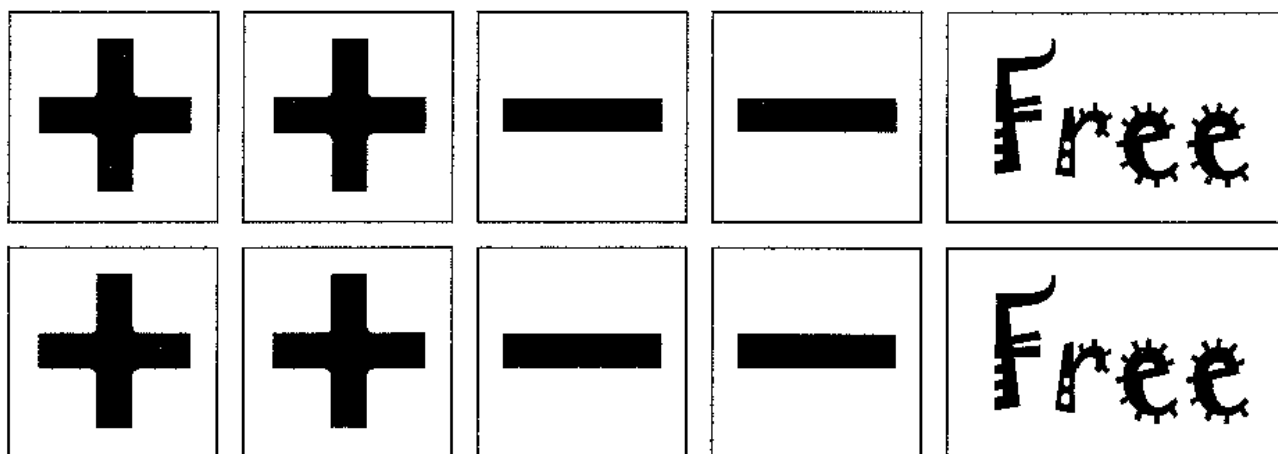
5 6 7 8 9 10

0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

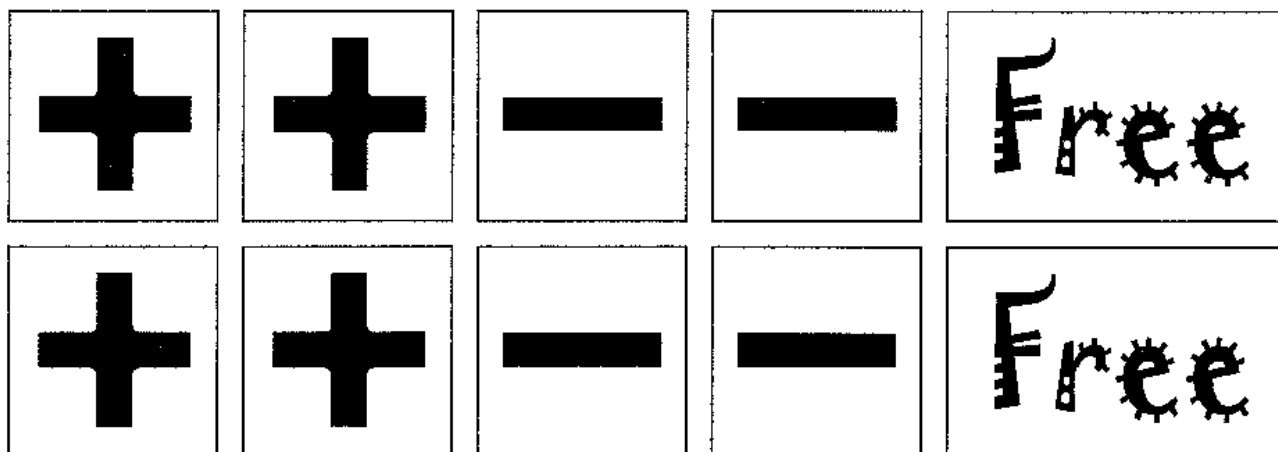
# Addition Tic Tac Toe

	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

# Double Dice Decisions



# Double Dice Decisions



# BETWEENERS

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# Flippin' Out



Ones

A large, empty, rounded rectangular box with a thin black border, intended for Player Two to write a digit in the ones place.

Tens

A large, empty, rounded rectangular box with a thin black border, intended for Player Two to write a digit in the tens place.

**Player Two**

Ones

A large, empty, rounded rectangular box with a thin black border, intended for Player One to write a digit in the ones place.

Tens

A large, empty, rounded rectangular box with a thin black border, intended for Player One to write a digit in the tens place.

**Player One**

## Star 99 / Two Digit Scramble

10	-	19	_____	10	-	19	_____
20	-	29	_____	20	-	29	_____
30	-	39	_____	30	-	39	_____
40	-	49	_____	40	-	49	_____
50	-	59	_____	50	-	59	_____
60	-	69	_____	60	-	69	_____
70	-	79	_____	70	-	79	_____
80	-	89	_____	80	-	89	_____
90	-	99	_____	90	-	99	_____

## Star 99 / Two Digit Scramble

10	-	19	_____	10	-	19	_____
20	-	29	_____	20	-	29	_____
30	-	39	_____	30	-	39	_____
40	-	49	_____	40	-	49	_____
50	-	59	_____	50	-	59	_____
60	-	69	_____	60	-	69	_____
70	-	79	_____	70	-	79	_____
80	-	89	_____	80	-	89	_____
90	-	99	_____	90	-	99	_____

# Hundred Board

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

# **BOX CARS & ONE-EYED JACKS**

## **Games & Strategies In Your Classroom**

- To Teach or Introduce Concepts
- Quick Math Warm Ups / Practice & Review Concepts
- Math Back Packs / Newsletters / Family Math / Home Connections
- After School Programs
- Cross-Graded Groupings - Mix Up Time With Reading Buddies
- Inside Days / Full Moon Fridays
- Centers
- Kids Teaching Kids - Peer & Cross-Graded Support
- Assessment
- Recycling Concepts For Review / Test Preparation
- Tutoring
- Math Clubs / Inventing Games
- Math Themes - Probability, Graphing ...
- Don't Lose 5-10 Minutes - Educational Play

**MATH GAMES = POWERFUL TEACHING STRATEGY**

# Implementation Plan

List 3 ways you can incorporate the Box Cars strategies into your classroom, program or school.

1.

2.

3.

Identify the game/activity that you will try first, when you get back later this week.

Find a colleague in this room whom you will contact at the end of the week. The two of you will be agreeing to hold a conversation regarding what you did to start implementing what you learned today.

Who:

From:

Phone:

Email:

## You can reach me at:

[boxcars@telus.net](mailto:boxcars@telus.net) or [johnboxc@telus.net](mailto:johnboxc@telus.net)

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