

## Activities for Numbers

### Spanish Rhyme

Dos manitas, diez deditos

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Dos manitas, diez deditos

Cuentálos si quieres----

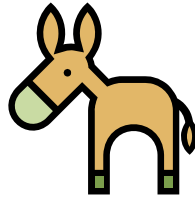
1,2,3,4,5,6,7,8,9,10

(suggestions – do in opera, rap, a granny, a goat, a horse, a dog, a tiger---)



### Join the Dots

Join the dots following the different numbers to make the shape of an animal etc. I also have photos that one student can say the number and the other student connects the dots to make a picture.



### Ten Little Chicos

Un pequeño chico,

Dos pequeños chicos,

Tres pequeños chicos,

Cuatro pequeños chicos,

Cinco pequeños chicos,

Seis pequeños chicos

Siete pequeños chicos

Ocho pequeños chicos

Nueve pequeños chicos

Diez pequeños chicos



### Fast Race

Numbers are put on shoe prints and taped to the floor. They are not in order. Students take turns saying the numbers as they go from footprint to footprint. The teacher can time the students to see who can do it the quickest.



### Crazy Auction

Students bid on items given a made up value. They try to guess that number as the teacher says more or less. The first student to guess the value gets to keep the item.



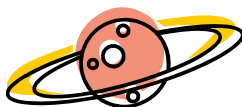
### Body Numerals

The teacher calls up a pair of students and whispers to them a numeral between 11 and 20. The team has to use their bodies to form that numeral. Once they have done so, the teacher asks the class “*¿Qué número es éste?*” The class looks at the team’s body numeral and makes a guess until the correct number is said. The person who guesses correctly comes up with a partner chosen by the teacher to be the next “body numerals.”



### Numbers Around The World

Students play the game “Around the World” and must answer the question “*¿Qué número es éste?*” according to the numeral flashcard that the teacher shows to the competing pair. The student who answers the question correctly first moves on to the next student. The student who misses sits down.



## BINGO

Younger students (middle level) love playing BINGO and they like winning so that they can call out numbers for the class. There are never enough markers for the entire class, so I use beans (frijoles).



## ¿Cuánto es?

Use real currency or perhaps bills from the target language countries that can be copied from the Internet, blown up, and cut out. These bills can also be purchased from Teachers Discovery. The students then buy things from one another using the barter system as follows:

¿Cuánto es?

Es veinte pesos

Es un robo; tomaría ocho?

¡Más!

¿Tomaría diez?

And so forth until students agree on a price or until they have reached the price the teacher has allowed him/her. Make them count back the change as well.



## 1-13 Card Game.

All cards are dealt out to a group of 3-5 players. Ace=1, 2=2, Jack=11, Queen=12, King=13. Students place card down and begin counting to 13 in Spanish. For example, one player places a card down and says “uno”, the second player places a card down and says “dos”. If the card matches the number that the player says, all the players must place their hands in the middle. The last player to place his/her hand in the middle must take all the cards. The player out of cards first, wins.



## Ninety-nine

Divide students into groups of 4, 5, or 6. Each group will need two decks of cards with jokers. The purpose of the game is to be the last player able to play. Students speak only in the target language. The first player deals five cards to each player. The remaining cards are placed in the center as a draw pile. The values of the cards are as follows: A=1, 2=2, 3=3, 4=reverse direction of play, 5=5, 6=6, 7=7, 8=8, 9 = 99 automatically regardless of cards previously played, 10=minus 10, Jack=10, Queen=10, and King and Joker have no value. Player 1 puts down a card, face up, saying the value of that card, then draws a card from the draw pile. Player 2 puts down another card, adding its value to the previous card, then draws. The following players continue, putting down a card, adding the value, saying the total in Spanish, drawing a new card. The object of the game is to not go over 99. When play reaches the point where one player reaches (for example) 97, the next player must do one of these things: play A or 2, play 9, play King or joker, play 4, play 10. If the player can do none of these, her/she is out. Play continues with the other players. Similarly, when play reaches 99, the next player must play either 4, 9, King, joker, or 10; if this is impossible the player is out. Play continues in this manner until one player is left – the winner!



## Buzz Game

One number is selected, for example, 7. The students take turns counting around the room. Each time a number containing the number 7 or a multiple of 7 occurs, the student cannot say the number, but instead claps. If he misses, and accidentally says the number which should have been omitted, he is out.



## Numbers Count

All students stand up next to their desks. Starting with the first student of the first row, have them count off starting with the number 1. Each student has the choice of saying 1 or 2 numbers at a time. Any student who must say a multiple of 10 must sit down. The last student standing, wins the game.

## Number Macarena

Practice the moves to la Macarena. Demonstrate the motions of the dance then have students practice the moves. Do this without the music several times. Once students are comfortable with the moves, have them add the numbers starting with 10 and continue to count by 10's with each hand movement. Then add the music.



## Living Numbers

Divide the class into two teams. Hand out one number to each player on each team. (If less than 20 players, some will need to take more than one number.) the teacher will call out a number in the target language. Members from both teams that have the needed digits run to the front of the room and try to form the number as quickly as possible. The first team to make the number correctly gets a point.



## Ball Game

Throw the ball to a person. The person who catches the ball must say one in the target language. This continues until a desired number is reached. Counting may also be done in different multiples such as by 3's or 10's etc.

