**Top-It Card Games**

**Objective** To introduce a game that reinforces number recognition and number comparisons.

**Key Concepts and Skills**
- Read numbers. [Number and Numeration Goal 3]
- Compare numbers. [Number and Numeration Goal 6]

**Terms to Use** more, less, higher, lower

**Materials** Home Link Master (Math Masters, p. 32); card decks made from two sets of Small Number Cards 0–20 (Math Masters, pp. 105–107) or the cardstock number cards in the My First Math Books.

**Core Activities**

**Playing Top-It** (Math Masters, pp. 105–107)

Show children the card decks and explain that each deck has two of each of the numbers 0–20. Pick two cards from a deck. Have children say the numbers and tell you which number is more and which is less. Ask children to share how they knew which number was higher. (If children don’t share them, model strategies such as checking the number line or counting out loud.) Repeat this warm-up activity a few times before teaching how to play Top It. (You may remember the game as War.)

Give each pair of children a shuffled card deck. Direct them to divide the deck so that each child has the same number of cards. Have them place their stacks facedown on the table or desk, turn over the top card, and read the numbers. The player with the larger number takes both cards. If players have the same number, they turn over and compare the next card on their stacks until someone wins the round and takes all the cards.

**Planning Tip** Use two copies of Math Masters, pages 105–107, cut and laminated or mounted on cardstock to prepare each card deck. (Alternately, combine sets of the cardstock number cards in the My First Math Books.) You may want to combine some of the decks you made for Activity 3-9. Each pair of children will need a deck of cards, so you may want to teach the game in small groups.

**Adjusting the Activity**

Provide counters or cards with dots and numerals for children who may still need concrete or visual supports to compare numbers. Some children may also benefit from using only numbers 0–10 at first.

AUDITORY • KINESTHETIC • TACTILE • VISUAL
The winner is the player with the most cards when play stops. Below are variations of Top-It that you can introduce as children are ready.

- **Opposite Top-It** (or Bottom-It) The smaller number takes the cards.
- **Top-It with a Spinner** Prepare a spinner with sections labeled “Larger” and “Smaller.” Players spin before each round to decide which number takes the cards.
- **Top-It Using Higher Numbers** Use decks with numbers above 20.

Children can play a computer version of Top-It using Everyday Mathematics EM Games.

**Home Link 4•2** *(Math Masters, p. 32)*
Children teach a family member how to play Top-It.

**Skip Counting by 10s** *(Revisit Activities 1•12 and 3•15, pp. 68 and 170)*
Play Give the Next Number, but have children count by 10s rather than 1s. (Be sure all of the “10s” are highlighted on your Growing Number Line for reference, as needed.)

**B Teaching Options**

**ENRICHMENT**

- **Playing Addition Top-It** *(Center Activity Cards, 16)*
  Children add the numbers on two overturned cards; the higher sum wins. (Begin with 0–5 cards and gradually increase numbers.) Dots on the cards can help with addition.

See Project 3, Fun with Games, for other addition and subtraction games.

**EXTRA PRACTICE**

- **Playing Number Card Games**
  In addition to the Top-It variations, provide card games such as Go Fish. Also encourage children to play the card games from Activity 3-9, page 158.