## Race to 100 (Grades K-2, Addition, Money and 2-Digit Place Value)

Here’s a variation on “add up the points” that also helps children build understanding of coin values.

Number of players: Two to four (more can play, but the game gets boring with too many players)

What you need:

**Example**

* One 6-sided die (for K-1), two 6-sided dice (grades 1-2), or one 10-sided die (grades 1-2), or a blank die with the numbers 6-10 (grades 1-2)

* 10 dimes, 2 nickels, and 10 pennies per player

How to play: ***Set up:*** Put all the coins for all of the players in a pile in the middle of the playing area. This is the game’s “bank.” Decide who will go first (start with the youngest player in the first game, and after that take turns going first).

***During each round:***

1. A player rolls the die or dice. If playing with two 6-sided dice, the player adds the numbers together.
2. The player counts out the same number of cents from the “bank” as what was rolled on the die or dice.
3. The player adds the money to what has been earned in previous rounds.
4. The player checks to see if he/she can trade in money at the bank: 5 pennies for a nickel; 10 pennies, 2 nickels, or one nickel and 5 pennies for a dime.
5. Every other player does the same (Steps 1-4).
6. At the end of his or her turn, each player says how much money he or she has earned total so far in the game.
7. The first player to reach 100 cents (one dollar) wins! (There will still be money in the bank at this point.)

**What they learn:**

The first thing children learn is the amount that coins are worth: a nickel is worth 5 pennies, and a dime is worth 2 nickels (or 10 pennies). This game gives lots of practice with how much nickels and dimes are worth, and it gives lots of practice with exchanging for nickels and dimes. At first, many children if they roll 8 will take 8 pennies, and then exchange 5 for a nickel.

Next, children learn to think of numbers between 5 and 10 as 5 and some more, so they start taking a nickel and 3 pennies when they roll 8 right away.

Later, children learn to think of 9 as one less than 10, so when they roll a 9, they will put back a penny and take a dime.

Children also get faster at figuring out how much money they have. At first, they count slowly through the dimes and then nickels and pennies. Later, they keep their dimes organized so they can tell without counting how much money they have.

Near the end of the game children start figuring out how much more they need to win—how much less than 100 they have. As they play the game more, they start looking ahead to the end of the game sooner (and making more comparisons with 100).