## Ideas for the Intermediate Class

## Games to Reinforce Metrics

## OLD MAN METRIC

A card game played like Old Maid

1. Shuffle all of the cards
2. Deal then to players
3. Lay down all pairs
4. Always take a card from the player on your left.
5. The player left with "Old Minn Metric." is the loser.

Some sample cards:


1 metre


METRIC PUZZLE


Use any commercial puzzle as long as it has a frame. Trace around the empty space in the frame (after you remove one puzzle piece at a time). On the back of the puzzle piece write the metric term. In the frame put the equalling notatimon (see sample).

## Materials

Game board
Spinner with numbers 1-12 or dice

| Color mm | section orange | lima beans also |  |
| :---: | :---: | :---: | :--- |
| " | cm | " | blue |
| $"$ | dm | " | green |
| $"$ | m | " | brayed orange, |
|  | red | red. green, and |  |


| m | dm | cm | mm |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Directions

1. Give each child a game board. (Four children play at once and another child acts as metre maid or banker. She keeps the beans and makes sure exchanges are right.)
2. Child who goes first spins spinner. If he rolls a 7 , he gets 7 orange beans to keep on his board.
3. Other children do the same - roll and take beans.
4. When first player gets his turn again if he rolls an 8 , he can take 8 orange beans or he can trade 10 orange for 1 blue, leaving 1 blue and 5 orange on the board.
5. The winner is the one who gets 1 red first.

Rate of Exchange of Beans: 10 orange $=1$ blue
10 blue $=1$ green
10 green $=1 \mathrm{red}$

## METRIC CONCEITTRATION

## Materials

1. Gameboard and about 36 cards
2. Cards with matching metric terms and some wild cards
3. Answer card to check answers

## Directions

1. Turn all cards face down.
2. First player turns up two cards. If they match, he keeps them. If no match is made, then he turns them face down again.
3. Next player takes his turn.
4. Play continues until no more matches can be made.
5. Player with most cards wins.
