

# FUNNY BUG



## GAME SUMMARY

The players create a funny bug by rolling two dice, adding the two numbers, and drawing the body part for that number on their funny bug.

**PLAYERS:** Grades K–2, small groups of two, three, or four

## YOU'LL NEED

For each group of players:

*IN KIDS' KIT*

- 2 dice
- Dry-erase writing board
- Dry-erase marker
- "Funny Bug Body Parts" game board

## MATH SKILLS

- ▶ Add to 12

### **About the Math Skills**

Games using dice help children learn to add numbers to 12 (for example,  $4 + 3 = 7$ ). Beginners may count the dots on the dice to add the numbers. As children advance, they add the numbers mentally.



## TIP

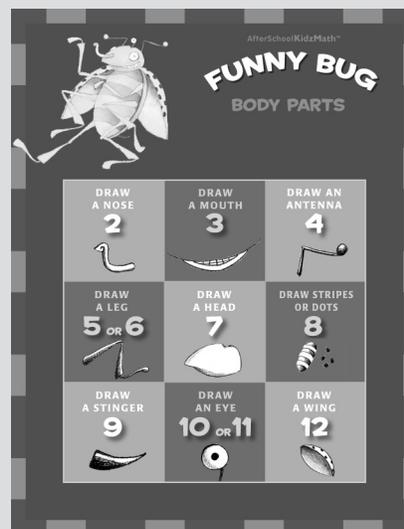
- ▶ Think about ways to modify the game to fit your children's needs. Some ideas are listed at the end of the game in a section called "Changing the Game." Sometimes you will not know that you need to modify a game until the children begin playing. You can change the game on the spot.

## SOCIAL

- ▶ Consider all ideas before making a decision
- ▶ Be respectful of one another's drawings

### **About the Social Skills**

Helping children learn to be respectful of one another's drawings builds a safe environment where children feel comfortable taking risks.



## GET READY

- 1 Read the game directions and pages 82–84 and play the game yourself before introducing it to the children.
- 2 If you are playing with more than four children, decide how you will divide them into groups of two to four to play the game.

# GAME DIRECTIONS

**GOAL:** Make a funny bug!

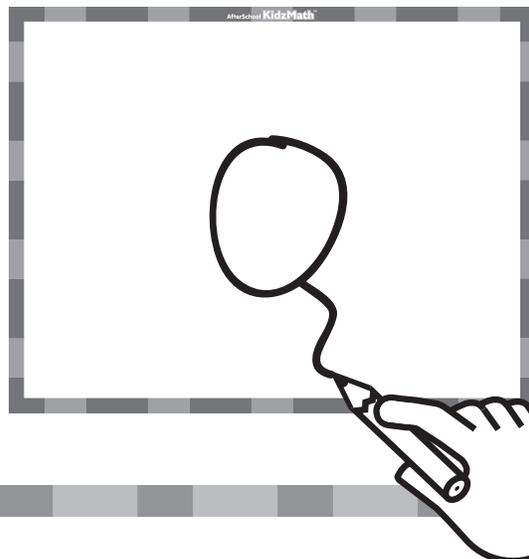
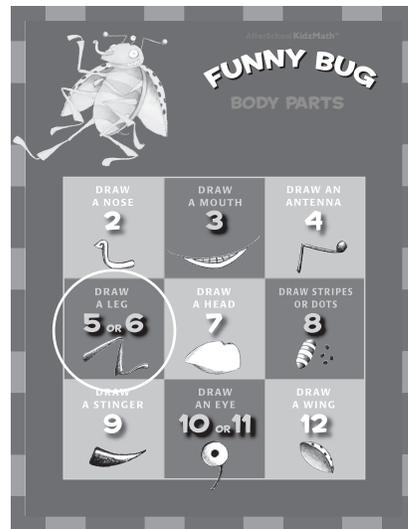
- 1 The players decide fairly:
  - who goes first, second, and so on.
  - who will draw a large oval for the bug's body on the dry-erase board.
  - the number of turns each player will have. To make an interesting bug, each player should have at least five turns.

- 2 The first player:
  - throws two dice.
  - adds the two numbers rolled.
  - finds the bug body part for that number on the "Funny Bug Body Parts" game board. (For example, if the dice show three and two, the player draws a leg on the bug, because  $3 + 2 = 5$ , and five on the game board stands for a leg.)
  - discusses with the other players where to draw the

body part on the bug and then draws it.

- makes a tally mark at the bottom of the "Funny Bug" drawing space to keep track of the number of turns.

- 3 The players take turns until they complete the number of rounds they decided to play.



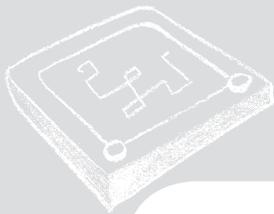


## BEFORE THE GAME

- 1 Explain the game as you play it with a child as your partner. Explain that the players will draw funny bugs, and that a bug may have unusual body parts like three eyes or a leg growing out of its head.

### TALK ABOUT

- How can we decide fairly who will go first, who will draw the bug body, and the number of turns each player will have?
- Why is it important to be respectful of other people's drawings? How would it make you feel if someone made fun of your drawing?
- What could you do if you needed to draw a mouth and there was no head yet? Could you put it somewhere else, like on the stomach?



- 2 Explain that the children can draw the body parts in their own way rather than drawing them as they are shown on the "Funny Bug Body Parts" board.
- 3 Explain how to use tally marks to keep track of the number of turns. Demonstrate making a group of four tally marks crossed with a fifth mark to show a set of five.

## DURING THE GAME

- 1 Help the children as they play.

### TALK ABOUT

- What two numbers could you roll on the dice to get an eye? a stinger? a wing?
- How are you making it comfortable for everyone to draw?

- 2 If a player or group suggests a change in the rules while they are playing, allow them to discuss the change. Before changing the rule, make sure the change is fair to all players, everyone in the group agrees, and the math is still appropriate.



# AFTER THE GAME

- 1 Help the children think about the math and how they played together. Have groups show their funny bugs.

## TALK ABOUT

- How many eyes does your bug have? How many legs?
- Are there more eyes or more legs? How many more? How did you figure it out? What is another way to figure it out? (Ask about other body parts as well.)
- Were others respectful when you drew? What did they do?

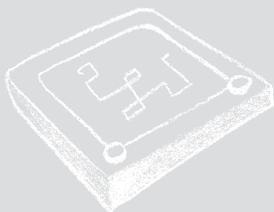
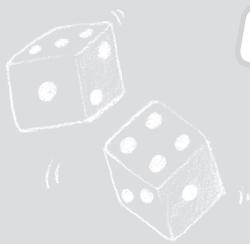
- 2 Hold up two bugs and compare the body parts.

## TALK ABOUT

- How many legs do both bugs have all together? (Ask about other body parts as well.)
- How many more legs does this bug have than that one? (Ask about other body parts as well.)



## Changing the Game



- 1** To make the game less challenging:
  - Fill in the blank “Funny Parts” page using only the numbers one through six. Have the children use one die to play the game.
- 2** To make the game more challenging:
  - Fill in the blank “Funny Parts” page using the numbers 3–18. Have the children use three dice to play the game.
  - Fill in the blank “Funny Parts” page using some of these numbers 1–6, 8, 10, 12, 15, 16, 18, 20, 24, 25, 30, 36. Have the children multiply the numbers rolled on the two dice to play the game.
- 3** To change the game:
  - Have the children make the funny bug out of clay instead of drawing it.
  - Have the children name their bug according to its body parts and write a story about why it has these particular parts. (For example, you might name a bug with three mouths a “three-mouthed taste tester” and write a story about why it is important for this bug to have so many mouths.)
  - Have the children decide on a different object to draw and fill in the blank “Funny Parts” page with parts for their object. (For example, to make a “funny fire truck,” you might draw a hose, wheels, steering wheel, and so on.) The children must also decide what they will draw first as the main part of the object.
- 4** Ask the children how to play the game differently and try their ideas.