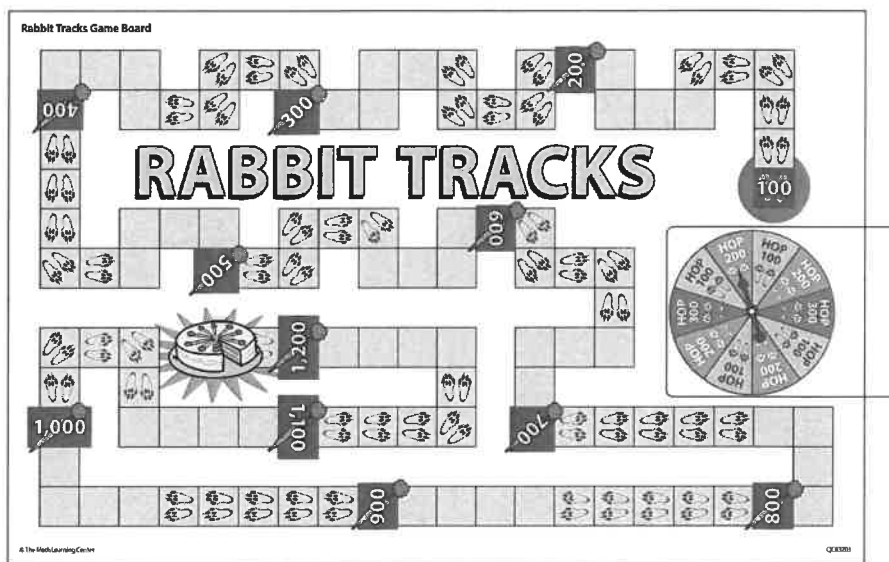




Work Place Instructions 1F Rabbit Tracks

Each player needs:

- 1 Rabbit Tracks Game Board
- 1 spinner overlay
- 2 dice numbered 1–6
- 2 game markers in 2 different colors
- 20 game markers in a different color



- 1 Each player (rabbit) takes a game marker and places it on the board at the beginning of the track. Players will take turns.
- 2 On each turn, the player rolls the dice and spins the spinner. The player will hop the number of tens shown on the dice and the number of hundreds shown on the spinner. The player can split the sum in order to take hops that will land on carrots, and takes a game marker for each carrot (multiple of 100) they land on.
- 3 As players take turns rolling, spinning, and moving their markers, they try to figure out how to land on multiples of 100 without counting ten by ten. Players can use combinations to 100 and the patterns on the game board to help.

Player 1 I am on 240. I rolled 6 and 6—I know that's 12. Now I'll spin the spinner... I got Hop 200. The dice shows tens, so that's 12 tens—120. That plus 200 is 320 in all.

Player 2 Your next carrot is at 300.

Player 1 Yeah, so I'll take a hop of 60 to get to 300. Then I'll hop to 400, 500 — that's my 200. Now I need to hop the rest of the 120, so that's 60. I'm on 560. And I get 3 carrots, one each for 300, 400, 500.

- 4 The game is over after both players reach the end of the game board. The player with the most carrots wins the game. (It is possible for the game to be a tie.)

Game Variations

- A Students can use one or two dice numbered 4–9 instead of the 1–6 dice.
- B Students can loop around the game board and keep collecting carrots until the time has run out.

I rolled _____ and _____. I spun _____.

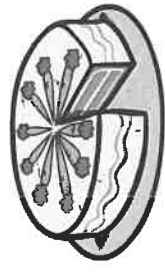
_____ + _____ = _____

and _____ + _____ = _____

I am going to take _____ hops

to land on _____.

I have _____ carrots so far.



The sum of the dice is _____.
number

I'm going to split that so I can land on a carrot.

_____ + _____ = _____
number number number



I hopped _____,
number
then _____ hundred(s), then _____.
number number

I need _____ more to get to _____.
number multiple of 100