I'm not a bot



Preschool math games

Young kids learn by doing, especially preschoolers! They are active, hands-on, and excited about learning in these across many early math areas that tap into that action-oriented enthusiasm and their need to get hands-on. There is a lot of emphasis on the basics of early math learning in these preschool math games, especially patterns, numbers, colors, shapes, and counting. Everything else with math builds on these. So, have fun doing and learning together with these math games for preschool students. Sarah Cason for We Are Teachers Students will love this engaging colorful activity that helps them practice basic counting and one-toone correspondence. Provide pipe cleaners and pout one beads on the first, two pre-determined number of playing cards "buried" in the sand. Also have a sheet of paper with numbers matching the cards. A student will dig for and find a card, then place it next to the matching number on the sheet. Of course students can use their hands to dig, but plastic shovels, plastic spoons, or tongs might add to the fun. So simple but so fun! Who doesn't love to play with balloons? Students will need a balloon and a die. Students roll the die and then bounce their balloon that number of times without letting it touch the ground. Sarah Cason for We Are Teachers Getting hands-on with preschool math games and counting with cubes is a great way to get a "feel" for math. Give students a pair of dice and blocks, LEGO bricks, or Unifix Cubes. Students roll one die and build a tower with that number of blocks or cubes or bricks in the towers. Ask questions that have students thinking and counting like, Which is tallest? How many cubes is it? Which is shortest? How many cubes in that one? Take towers apart and begin again. Kids love bugs, and with this activity, they get to make one. Cut out pieces of paper that create parts of two simple, identical bugs: 1 head, 2 antennae, 2 eyes, a body, 6 legs, a tail. Put all the pieces in the center. Give students a die. Students will play in pairs, rolling the die and taking that number of bug body parts and assembling them together. Keep rolling until the pair builds a complete bug. This will take a bit of simple prep, but it will serve as a set of shapes that will last! Provide students with markers, wood craft sticks, and glue. Give directions to create shapes, like, "color three sticks green and put them together to make a triangle, color four sticks red for a square, color five sticks blue for a pentagon," and so on. Students can follow a prepared mat with the colored shapes or just make the shapes with sticks without the guide mat. Try making one a day at the beginning, and then students can work independently. Sarah Cason for We Are Teachers Most kids love to run around and hit things. You don't get much chance to do that as a preschooler, but in this game you do! Write numbers 1 through 10 on the board or on cards that you place around the classroom. Give a student a fly swatter. Call out a number and the student must run to the correct number and swat that number. Everyone then says the number aloud. Pass the fly swatter on to the next person and continue until everyone gets a turn. This activity taps into imaginative play ... and bears! Use six dark-colored plastic bowls as bear caves. Cut out a "cave opening" on the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the side of the bowls, turn the bowl/caves upside down, and put a number sticker from its description of the bowls as a number sticker from its description of the bowls. to 6 on each cave. 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Kids can have some driving fun as they "park" their numbered small vehicles in their corresponding numbered small vehicles in the corresponding numbered small vehic use dominoes to match the values of number card laid out on the floor or table. There will be several different dominoes that have 4/2, 3/3, or 5/1. Patterns are the foundation of a lot of mathematics, and kids begin to notice them early on. Make an arrangement/pattern of colored circles on a prepared guide sheet. Provide students with the same color cotton balls or pom-poms. Students will use their finger, or tongs or tweezers for even more fun, to mirror the arrangement or pattern set for them by placing them in an empty ice cube tray. Pair up students and give them an un-numbered 10-space grid. Also have them each pick a small plastic animal from a set you can easily find at the dollar store. Players roll a die and move their animal that many spaces on the grid. BUT to get to the 10th and last space, they must roll the exact number. This activity has kids sorting and then building. First, create the "monsters" by gathering four or five lunch-size paper bags. Use card stock in colors that will match the colors of the blocks, LEGO bricks, or cubes. Make "monster" faces with googly eyes, markers, pencils, and other craft materials. Attach the monster face onto the paper bags, then cut out a mouth of a size the blocks can fit through. Now the kids will feed the monsters blocks by matching the block color to the monster face color. Once all the blocks, and build something of their choice with that color block. Sarah Cason for We Are Teachers Provide students with a set of cards with single-digit numbers on them and a set of building blocks. The students will lay out the cards in a row on the table and for each number make a tower using that corresponding number of blocks right next to the cards with even higher numbers. Gather several paper towel and toilet tissue tubes. Stand them upright and write a number on each one. Students will drop small objects—counting bears, blocks, etc.—into the tubes according to the number on the tubes according to the number on the tubes. When finished, have a partner help check by counting together. This activity focuses on comparisons using the math vocabulary words "more" and "less." On paper plates, stamp or draw colored circles using two different colors. The number of circles should be easy for your students begin to walk or bop around the room until the teacher stops the music. Then students find someone nearby to pair up with. They compare their paper plates, counting dots and comparing which one has less. The teacher asks each pair to verbalize what they found out, and then the music and march starts again. Sarah Cason for We Are Teachers Learning to recognize numbers is a key early math objective. Here's one of the simple preschool math games to practice that idea. Get a small number of Uno game cards—start with eight and put in matching pairs. Turn the cards face down and let pairs of students take turns flipping over two cards per turn hoping for a match, their turn is over, or when they get a match, they go again. Draw the shapes you want your student to practice on separate sheets of card stock. You can also write the shape name. Spread these out on the floor. Have the students hunt in the room for items on or near that corresponding shape sheet. You can see patterns, you can make patterns, and you can also hear patterns. Using clapping, tapping, and snapping fingers, the teacher/leader sounds out a pattern and the kids follow along and join in. For example, you might do three claps, two taps on the floor, three claps, two taps on the floor, three claps, two taps on the floor, three claps, two taps on the floor. After everyone joins in successfully, stop and ask someone to describe the pattern in words. Extend the patterns when the students seem ready for more complex ones. Then let students take a turn leading. Discuss with students how a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. On the whiteboard, draw a pattern until it repeats. Make the patterns more complex when students seem ready for more complex patterns. This can also be done with colors (of the same shape). For example, draw dots on the board: blue, green, green, green, red; blue, green, green, red; blue, green, green, red; blue, green, green, red; blue, green, g blocks. Gather the class in a circle. Explain that you will clap and snap a pattern and that students will make it in front of them using blocks. A blue block is a clap. A red block is a snap. If you make a pattern while the students build it. When done, ask students to explain why they built the pattern they did. Try a few more and then let students take turns leading. Sarah Cason for We Are Teachers This activity emphasizes counting but also lays the foundation for subtraction. Supplies needed are two same-size plastic cups (large blue or red are perfect), a single die, and the same number of small items (counting bears, building blocks, etc.) that will fit in each cup. Pairs of students take turns rolling the die and removing that many items from their cup first wins. Give each student two sheets of paper. Have them draw two pictures, one of someone standing and one of someone sitting Urge students to keep the drawings simple. Gather all the sheets and put them in a pile face down. Have a student turn over the top three sheets, and the first two students will form that pattern. For example, if the pictures show "stand, stand and the third will sit. Students 4 and 5 will stand and the first two students will form that pattern. For example, if the pictures show "stand, stand, sit," students will form a line and the first two students will form that pattern. For example, if the pictures show "stand, sit," students will form a line and the first two students will form that pattern. student 6 will sit. Continue the pattern with all the students. Provide each student with a large sheet of construction paper (the color doesn't matter) and a glue stick. Put a large number of shapes cut from different colors of construction paper in the center of the table. Ask students to create a pattern around the edge of their sheet of construction paper with two colors or two shapes to form a frame. In the middle of the frame, draw a picture. If you work small, you can make several of these with different frame patterns. Give each student a prepared card or strip of card stock with a pattern on it. The pattern could be of shapes (all the same color) or the pattern could be only colors (all the same shape). Give students a whiteboard or other erasable surface to copy the pattern and continue it. Draw a numeral several times on the hoard. Instruct very specifically exactly how the number in the air, then trace it on their palm, and then on their desks, repeating the teacher's specific instructions out loud. Then give each student a paper plate with rice, salt, or sand to trace in. Continue to practice. Allow students to take turns "giving the instructions" to the class on how to write the numeral. Sarah Cason for We Are Teachers Show the class a pattern you've made using different-colored connecting blocks. Give the students blocks and ask them to reproduce that pattern and continue it. Once they've shown mastery of this, have students create their own pattern using eight blocks. Collect these and put them in a box. Students take turns pulling these out of the box, bringing them to their seats, and using more blocks to continue the pattern. Pair students up. They'll need two sets of cards, one with a numeral written on it and the other with a corresponding number of dots. They'll also need a variety of ways to write the numerals, like chalk and blackboard, markers and whiteboard, salt/sand/rice trays, or shaving cream on the desk. (Students should be given some free exploratory time with the shaving cream. Then the rules and behavior for shaving cream will have to be explained because it is very easy to get distracted by but so motivating!) One student in the pair holds up either a numeral card or a dot card and the other student says the number caller and "recorder." Give each student a box containing three different types of items like crayons, markers, pencils, sorting bears, Popsicle sticks, or erasers. Tell the students to make three groups, each group having the same type of item. The teacher or a partner checks, then puts the items back in the box and passes the box to the person on their right. Repeat this several times. pbskids.org © 2025 Learning to count is fun with this range of counting games and progress to counting a maximum of 15 objects. The games include matching and sequencing numbers activities and are suitable for Early Years Foundation Stage children. Our Today's Number game can help early years children to learn the numbers to 20 in a fun way. The various activities help with numbers to 15. Learn the digits and words for the numbers and the game can help you to learn numbers to 15. Learn the digits and words for the numbers to 15. Learn the digits and words for the numbers to 15. 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The maximum number of spots is 9 and children will need to subitise to work out the total on each ladybird. Join Bud the bee to explore his magical garden and practise recognising numbers, counting, sequencing and much more! How many creepy crawlies are hiding in the leaf pile? How many eggs are left to hatch? Steer the car to collect carrots for the bunnies and learn to count up to 50. See if you can guess whether there are more bugs of one colour than another. Then catch the bugs to see if you were right before setting them free. A counting game where you need to find from zero to 10 animals, the corresponding number word. You will need to look carefully to find everything. This site is based on the 10 green bottles rhyme, however you can display up to 21 bottles. It is excellent for children who are working on counting backwards and in particular numbers within 10 and also 20. It can be used for counting, addition, subtraction and missing number problems. This is a one less action rhyme which can be played to accompany the song. Alternatively the game can be played with 10 sausages. It could be used to predict subtraction to 10 when children are learning number bonds to 10. A simple ten frame manipulative which shows either one or two ten frames and counters. You can display either horizontal or vertical ten frames. Number Play introduces the concept of counting, cardinality, comparing values, and subitizing numbers up to 20. It explores ten frames. Students can explore the features first and then try the game to test their understanding. Match the pairs which could be numerals, numbers as words, ten frames, base ten or fingers on hands. There are different levels the highest of which goes up to 20. A fun early counting to 6. Can you count up to 10? Count the bongo drum beats to find out. Compare numbers and quantities up to 10, using a strategy such as grouping, subitizing, counting, or a number line. Counting, ordering, sequencing, number bonds, addition, subtraction, multiplication and more, all set around the theme of Spring. The contents of George's Busy Day online features were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The project is funded by a Ready To Learn grant (PR/AWARD No. U295A100025, CFDA No. 84.295A) provided by the Department of Education to the Corporation for Public Broadcasting. Young kids learn by doing, especially preschoolers! They are active, hands-on, and excited about learning. Here's a collection of preschool math games and activities across many early math tap into that action-oriented enthusiasm and their need to get hands-on. There is a lot of emphasis on the basics of early math learning in these preschool math games, especially patterns, numbers, colors, shapes, and counting. 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Give directions to create shapes, like, "color three sticks green and put them together to make a triangle, color four sticks red for a square, color five sticks blue for a pentagon," and so on. Students can follow a prepared mat with the colored shapes or just make the shapes or just make the shapes with sticks without the guide mat. Try making one a day at the beginning, and then students can work independently. Sarah Cason for We Are Teachers Most kids love to run around and hit things. You don't get much chance to do that as a preschooler, but in this game you do! Write number and the student a fly swatter on to the next number and the student must run to the correct number and swat that number. Everyone then says the number aloud. Pass the fly swatter on to the next person and continue until everyone gets a turn. This activity taps into imaginative play ... and bears! Use six dark-colored plastic bowls as bear caves. Cut out a "cave opening" on the side of the bowls, turn the bowl/caves upside down, and put a number sticker from 1 to 6 on each cave. Provide counting bears and a die. Students will roll the die, count that many bears, and put them in the corresponding numbered cave. If that cave is already full, roll again. Measuring with cubes is a good beginning for standardized measuring. Have students bring in a stuffed animal bear from home. In groups, have the students put the bears in order of height from shortest to tallest. Measure each bear using connecting blocks. Ask questions like: How tall was the shortest bear? The tallest? How many bears were the same height? Try this with different stuffed animals another day. Provide some matchbox toy cars or similar. Tape a number on the roof of each vehicle. Put out a large piece of cardboard where you have drawn and numbered "parking" spaces." Kids can have some driving fun as they "park" their numbered small vehicles in their corresponding numbered cards laid out on the floor or table. There will be several different dominoes with different combinations that will match up with each number card with 6 can be matched with dominoes that have 4/2, 3/3, or 5/1. Patterns are the foundation of a lot of mathematics, and kids begin to notice them early on. Make an arrangement/pattern of colored circles on a prepared guide sheet. Provide students with the same color cotton balls or pom-poms. Students will use their finger, or tongs or tweezers for even more fun, to mirror the arrangement or pattern set for them by placing them in an empty ice cube tray. Pair up students and give them an un-numbered 10-space grid. Also have them each pick a small plastic animal from a set you can easily find at the dollar store. Players roll a die and move their animal that many spaces on the grid. 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When introducing the activity, start with four or five cards, then after some experience, add more cards with even higher numbers. Gather several paper towel and toilet tissue tubes. Stand them upright and write a number on each one. Students will drop small objects—counting bears, blocks, etc.—into the tubes according to the number on the tubes. When finished, have a partner help check by counting together. This activity focuses on comparisons using the math vocabulary words "more" and "less." On paper plates, stamp or draw colored circles using two different colors. The number of circles should be easy for your students to count. Every student gets a paper plate. Then start the music. Students find someone nearby to pair up with. They compare their paper plates, counting dots and comparing which one has more and which one has less. The teacher asks each pair to verbalize what they found out, and then the music and march starts again. 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Put a large number of shapes cut from different colors of construction paper with two colors or two shapes to form a frame. In the middle of the frame, draw a picture. If you work small, you can make several of these with different frame patterns. Give each student a prepared card or strip of card stock with a pattern on it. The pattern on it. The pattern on it. The pattern on it. The pattern could be of shapes (all the same color) or the pattern on it. pattern and continue it. Draw a numeral several times on the board. Instruct very specifically exactly how the numeral is drawn. Students use their pointer finger to trace the number in the air, then trace it on their palm, and then on their desks, repeating the teacher's specific instructions out loud. Then give each student a paper plate with rice, salt, or sand to trace in. Continue to practice. Allow students to take turns "giving the instructions" to the class a pattern you've made using different-colored connecting blocks. Give the students blocks and ask them to reproduce that pattern and continue it. Once they've shown mastery of this, have students create their own pattern using eight blocks. Collect these and put them in a box. Students take turns pulling these out of the box, bringing them to their seats, and using more blocks to continue the pattern. Pair students up. They'll need two sets of cards, one with a numeral written on it and the other with a corresponding number of dots. They'll also need a variety of ways to write the numerals, like chalk and blackboard, markers and whiteboard, salt/sand/rice trays, or shaving cream on the desk. (Students should be given some free explained because it is very easy to get distracted by but so motivating!) One student in the pair holds up either a numeral card or a dot card and the other student says the number caller and "recorder." 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Students will drop small objects—counting bears, blocks, etc.—into the tubes according to the number on the tubes according to the number on the tubes. "On paper plates, stamp or draw colored circles using two different colors. The number of circles should be easy for your students to count. Every students to count. Every students find someone nearby to pair up with. They compare their paper plates, counting dots and comparing which one has more and which one has less. The teacher asks each pair to verbalize what they found out, and then the music and march starts again. Sarah Cason for We Are Teachers Learning to recognize numbers is a key early math objective. Here's one of the simple preschool math games to practice that idea. Get a small number of Uno game cards—start with eight and put in matching pairs. Turn the cards face down and let pairs of students take turns flipping over two cards per turn hoping for a match, they go again. Draw the shapes you want your student to practice on separate sheets of card stock. You can also write the shape name. Spread these out on the floor. Have the students hunt in the room for items on or near that corresponding shape sheet. You can see patterns, you can make patterns, and you can also hear patterns. Using clapping, tapping, and snapping fingers, the teacher/leader sounds out a pattern and the kids follow along and join in. For example, you might do three claps, two taps on the floor, three claps, two taps on the floor. After everyone joins in successfully, stop and ask someone to describe the pattern in words. Extend the patterns when the students seem ready for more complex ones. Then let students take a turn leading. Discuss with students how a pattern using shapes. For example, you might draw square, sq complex when students seem ready for more complex patterns. This can also be done with colors (of the same shape). For example, draw dots on the board: blue, green, green a circle. Explain that you will clap and snap a pattern and that students will make it in front of them using blocks. A blue block is a snap. If you make a pattern that is clap, snap, students would put out blue, red, blue, red. Put a pile of blocks in the center. Clap and snap a pattern while the students build it. When done ask students to explain why they built the pattern they did. Try a few more and then let students take turns leading. Sarah Cason for We Are Teachers This activity emphasizes counting but also lays the foundation for subtraction. Supplies needed are two same-size plastic cups (large blue or red are perfect), a single die, and the same number of small items (counting bears, building blocks, etc.) that will fit in each cup. Pairs of students take turns rolling the die and removing that many items from their cup. Whoever empties their cup first wins. Give each students to keep the drawings simple. Gather all the sheets and put them in a pile face down. Have a student turn over the top three sheets, and the first two students will form that pattern. For example, if the pictures show "stand, stand, sit," students will form a line and the first two students will form that pattern. For example, if the pictures show "stand, sit," students will form a line and the first two students will form a line and the first two students will form that pattern. the pattern with all the students. Provide each student with a large sheet of construction paper (the color doesn't matter) and a glue stick. Put a large number of shapes cut from different colors of construction paper with two colors or two shapes to form a frame. In the middle of the frame, draw a picture. If you work small, you can make several of these with different frame patterns. Give each student a prepared card or strip of card stock with a pattern on it. The pattern could be of shapes (all the same color) or the pattern could be only colors (all the same shape). Give students a whiteboard or other erasable surface to copy the pattern and continue it. Draw a numeral several times on the board. Instruct very specifically exactly how the numeral is drawn. Students use their pointer finger to trace the number in the air, then trace it on their palm, and then on their desks, repeating the teacher's specific instructions out loud. Then give each student a paper plate with rice, salt, or sand to trace in. Continue to practice. Allow students to take turns "giving the instructions" to the class on how to write the numeral. Sarah Cason for We Are Teachers Show the class a pattern you've made using different-colored connecting blocks. Give the students blocks and ask them to reproduce that pattern and continue it. Once they've shown mastery of this, have students create their own pattern using eight blocks. Collect these and put them in a box. Students take turns pulling these out of the box, bringing them to their seats, and using more blocks to continue the pattern. Pair students up. They'll need two sets of cards, one with a numeral written on it and the other with a corresponding number of dots. They'll also need a variety of ways to write the numerals, like chalk and blackboard, markers and whiteboard, salt/sand/rice trays, or shaving cream on the desk. (Students should be given some free exploratory time with the shaving cream. Then the rules and behavior for shaving cream will have to be explained because it is very easy to get distracted by but so motivating!) One student in the pair holds up either a number and writes it the way the teacher has instructed. Students take turns going back and forth as number caller and "recorder." Give each student a box containing three different types of items like crayons, markers, pencils, sorting bears, Popsicle sticks, or erasers. Tell the students to make three groups, each group having the same type of item. The teacher or a partner checks, then puts the items back in the box and passes the box to the person on their right. Repeat this several