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INTRODUCTION

DESCRIBE CROSS-NUMBER DISCOVERY PUZZLES & GAMES 1.

Learning math is a lot like doing a jig-saw puzzle. Every well placed jig-saw piece helps you place the next piece, and every well learned math concept helps you learn the next concept. The Cross-Number Discovery Puzzles and Games series helps you put the math pieces into place. It begins with the earliest number concepts and follows a developmental framework to grow math understanding one concept at a time. And it does this in a fun way through puzzles and games.

Cross-Number Discovery Puzzles and Games 1 consists of 50 cross-number puzzles and over 60 corresponding games. The puzzles and games involve early number concepts and are cumulative in nature. Each group of five puzzles and games has similar learning outcomes. This means that the outcomes in 1-5 are the same, the outcomes in 6-10 are the same and so on. Each group of five introduces new pieces of learning. This helps put the math pieces into place.

However, learning math is different than doing a jig-saw puzzle in that once a math concept is introduced, it has to be practiced in order that it stays in place. Each group of five puzzles and games reinforces the number concepts, strategies and skills introduced in earlier puzzles. This helps keeps the math pieces in place.

For each group of five puzzles there is an overview and an assessment sheet. For the accompanying games there is an introductory sheet. In the puzzles, new concepts, strategies and skills are often introduced by two questions connected by a bracket. One of the questions is a helper question and can involve a model such as a domino or a ten-frame.

For each group of five puzzles there are accompanying games. These games provide practice on the number concepts introduced in the group of five puzzles. The rules for the games are simple and easy to follow and require little explanation. They include games such as: 'I have.., who has..?', bingo games and card games.

WHAT IS THE INTENDED GRADE LEVEL?

This is the second resource in the Cross-Number Discovery Puzzles & Games series, following the Pre/Kindergarten resource. Cross-Number Discovery Puzzles & Games 1 is intended for children halfway through their Grade 1 year. However, the puzzles are also suitable for children in higher grades who are still working on the number concepts introduced in this resource.

HOW WERE THE PUZZLES & GAMES CHOSEN?

The puzzles and games are mainly based on the following volume: Teaching Number: Advancing Children's Skills and Strategies, 2nd edition, Robert J. Wright, James R. Martland, Ann K. Stafford, Garry Stanger, Sage Publications. In this volume, the authors set forth a comprehensive and integrated learning framework for the assessment, learning and teaching of number concepts.

HOW CAN I USE THIS RESOURCE IN MY CLASSROOM?

Teachers can use this resource with an entire class, small groups, or individual children. As there are a number of books in this series, there is a puzzle at the appropriate level for every child. The resource allows teachers to easily differentiate instruction. Since all puzzles have a similar look, each child in the class can be working on a puzzle that is suitable for him or her. The puzzles as well as the games are all reproducible.

The puzzles are also a tool for parental involvement. Through the puzzles, the parents are introduced to models and strategies that can help them support their children with their math learning.

HOW CAN THIS RESOURCE HELP MY STUDENTS?

Because the puzzles and games introduce number concepts one at a time, it is easy to identify how confident a child is with a particular number concept and whether they need more support. The puzzles provide an excellent diagnostic and assessment tool. Not all children in a class are at the same point in their learning, and these puzzles allow teachers to identify how best to help each child and move him or her forward. The accompanying games also provide additional support.

The structure of the puzzles allows children to know what is expected of them and to be successful with little teacher intervention. This is rewarding for the children and builds their confidence. The puzzles are intended to be engaging and fun and help children discover their ability to do mathematics.

ARE THE PUZZLES SELF-CORRECTING?

Because the questions answer both across and down, the puzzles are often self-correcting. Because of this, some questions like 'an even number' will be answered later in the puzzle. While the puzzles are not entirely self-correcting, they are easy and quick for teachers to correct.

FOREWORD

I am delighted to provide the foreword for this series of challenging, progressive, reinforcement number puzzles. Celia Baron has ingeniously created puzzles at different levels which utilise the key aspects of the Mathematics Recovery Programme. The Mathematics Recovery Programme provides a comprehensive series of work starting with the identification, analysis and reporting on children's numerical knowledge, skills and strategies. The diagnostic assessments lead to the design, implementation and evaluation of teaching interventions both for individuals, small groups and whole classes in differing organizations and contexts.

The lessons in Mathematics Recovery are intensive and challenging, based at the cutting edge of a child's knowledge. There is a great emphasis on problem solving and verbal interaction as the teacher seeks to ascertain the child's strategies. Equally important are the child's explanations as to how they arrived at a solution and how they know they are correct. This leaves little time in the lesson for reinforcement activities.

The bank of number puzzles created by Celia Baron provides teachers, whether of individuals, small groups, or whole classes, with a valuable reinforcing and selfcorrecting challenge. Careful selection of the range of puzzles will give the child questions that they should be able to meet whilst at the same time providing enjoyment and intrinsic satisfaction. At the same time the puzzles have an in-built logic where the child can see linkages and associations between key topics and the discussion of the completed puzzle with the teacher will reveal these as well as identifying where more work, or practice, is required.

Celia Baron successfully draws upon the concepts of the Mathematics Recovery Programme, and provides educators with exciting tools. The puzzles include number word sequences both forward and backwards, numeral identification, number problems in the four operations, the use of spatial patterns and the employment of empty number line activities.

The puzzles support learning and are a welcome and innovative addition to the field of mathematics education.

James R Martland Director, Mathematics Recovery Programmme (UK) Ltd

Jim Martland is a member of the International Board of Mathematics Recovery and Director of the Mathematics Recovery Programme (UK) Ltd. He is Senior Fellow in the Department of Education at the University of Liverpool. In his long career in primary education he has held headships in primary and middle schools and was Director of Primary Initial Teacher Training. In every post he continued to teach and pursue research in early numeracy and deliver professional development courses in the assessment of children's numerical knowledge and strategies.



Puzzles

At their own level, at their own place, but at the same time



OVERVIEW: PUZZLES 1-5

Puzzles 1-5 are the first group of puzzles in Cross-Number Discovery Puzzles 1. This group of five puzzles involves the following number concepts, strategies and skills. The outcomes are listed below as they appear in Puzzle 1.

ACROSS:

- A. Saying the number after, numbers 1 to 20 See also N-DOWN.
- B. Counting visible items from 1 to 20, bead strings When counting the beads with the children, encourage them to note the count at the end of each set of five beads. Bead strings are an effective tool for helping children with counting. See also K-ACROSS and D-DOWN.
- **C. Counting visible items of two collections** Dominoes with both dot patterns and numbers provide practice with counting both visible and screened items in these puzzles.
- E. Sequencing numerals from 1 to 10 See also L-DOWN.
- -F. Numeral tracks from 1 to 10, forwards
- G. Numeral tracks from 11 to 20, forwards

Encourage the children to note the relationship between the numerals in the two numeral tracks. Numeral tracks are an effective tool for helping children with the numerals.

Γ H. Five plus finger patterns for 6 to 10

- LJ. Have children show these finger patterns with seen and unseen fingers (bunny ears).
 - M. Partitioning visible patterns to 6

Recognizing spatial patterns is an important goal for children. Flashing dot patterns for children can help them develop this skill.

- P. Numeral tracks from 1 to 10, backwards Check whether the children are able to count backwards from 10 to 1. Counting backwards is more difficult for children than counting forwards.
- -Q. Double finger patterns for 1 to 5
- **LR.** The first five doubles are usually the first basic addition facts children know.
 - **S.** Counting items in two collections, with first collection screened There is a range of strategies that children can use to keep track of the screened collection, including counting from 1.

DOWN:

B. Describing equal groups

Discuss both the number of sticks in each group and the number of groups.

At the end of the puzzles, there are **assessment sheets**, which include two checklists for this group of puzzles. The first checklist charts the progress of students as they work through the questions in Puzzle 5, while the second checklist cross-references the questions in Puzzle 5 to the outcomes in *Teaching Number: Advancing Children's Skills and Strategies*, 2nd edition. After the **answer keys**, there are the **games**. Refer to section 1-5 of the games for activities that support the learning of the concepts presented in this group of five puzzles.

Α		В			С	D		E
				F				
G			Н		J		К	
		L		М		Ν		
Р		Q			R			S
Cross-Number Discovery Puzzles 1 - © Celia Baron 2013								

ACROSS:

- A. The number after 6
- B. The number of beads
- **C**. The number of dots on the

domino



- E. Choose the greatest number:7, 6, 8, 5
- F. The last number in the chain
- -**G**. The last number in the chain



- -H. The number of fingers
- -J. The number that is $1 \mod 5$
- K. The number of beads

M How many cards have $5 dots^2$

P. The first number in the chain



- -**Q**. The number of fingers
- **−R**. 5 + 5 =
 - **S**. There are 3 dots hidden. How many are there in all?



DOWN:

B. The number of sticks



- D. The number of beads
- L. Choose the greatest number: 9, 11, 10, 8
- ${f N}.$ The number after ${f 9}$



ACROSS:

A. The first number in the chain



- **B**. Choose the greatest number: 11, 13, 12, 14
- C. The number of beads
- E. There are 4 dots hidden. How many are there in all?



- -F. The last number in the chain
- **G**. The last number in the chain



- -H. The number of fingers
- L **J**. The number that is 2 more than 5
- **K**. The number after 11

Cross-Number Discovery Puzzles 1 - © Celia Baron 2013



- **Q**. The number of beads
- **R**. The number of sticks
- S. How many cards have 5 dots?

DOWN:

- **B**. The number after 9
- **D**. Choose the greatest number: 12, 11, 13, 10
- L. The number of dots on the domino



N. The number of beads



ACROSS:

- A. There are 6 dots hidden. How many are there in all?
- B. The number of beads
- **C**. Choose the greatest number: 10, 9, 8, 11

6

E. How many cards have 5 dots?



- F. The last number in the chain
 - **G.** The last number in the chain



-H. The number of fingers



K. Choose the greatest number: 12, 14, 15, 13

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-M. The number of fingers

- $^{m {\sf L}}{m {\sf P}}.$ The number that is 3 more than 5
- Q. The number of beads
- **R**. The number after 9
- **S**. The first number in the chain



DOWN:

B. The number of sticks



D. The number of dots on the domino



- **L**. The number after 10
- N. The number of beads



ACROSS:

- A. There are 7 dots hidden. How many are there in all?
- B. The number of beads
- ${f C}$. The number after 10
- E. How many cards have 5 dots?



7

- F. The first number in the chain
- G. The number of beads
- **H**. The number of fingers \mathbf{J} . $\mathbf{5} + \mathbf{0} = \mathbf{J}$
 - **K**. The number of dots on the domino



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- Q. The last number in the chain
- -**R**. The last number in the chain
- S. Choose the greatest number:9, 7, 8, 6

DOWN:

B. The number of sticks



- **D**. Choose the greatest number: 15, 16, 13, 14
- L. The number of beads
- ${f N}.$ The number after ${f 9}$



ACROSS:

A. The first number in the chain



B. There are 8 dots hidden. How many are there in all?



- ${f C}.$ The number after 10
- F. 3 + 3 =
 - G. The number of beads
- H. Choose the greatest number: 7, 6, 5, 8



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- Q. The number of beads
- S. How many cards have 5 dots?



DOWN:

- **B**. Choose the greatest number: 13, 12, 14, 11
- $\boldsymbol{D}.$ The number after $\boldsymbol{9}$
- L. The number of dots on the domino



N. The number of beads



Assessment Sheets

Locating any gaps in math understanding



OUTCOMES

CROSS-NUMBER PUZZLE 5

QUESTION	NUMBER CONCEPT, STRATEGY AND SKILL	✓				
A - across	Numeral tracks from 1 to 10, backwards					
B - across	Counting items in two collections, with first collection screened					
C - across	Saying the number after, numbers 1 to 20					
E – across	Double finger patterns for 1 to 5					
F - across	Double finger patterns for 1 to 5					
G - across	Counting visible items from 1 to 20, bead strings					
H - across	Sequencing numerals from 1 to 10					
J - across	Numeral tracks from1 to 10, forwards					
K - across	Numeral tracks from 11 to 20, forwards					
M - across	Five plus finger patterns for 6 to 10					
P - across	Five plus finger patterns for 6 to 10					
Q - across	across Counting visible items from 1 to 20, bead strings					
R - across	Describing equal groups					
S - across	Partitioning visible patterns to 5					
B - down	Sequencing numerals from 1 to 20					
D - down	Saying the number after, numbers 1 to 20					
L - down	Counting items of two collections					
N - down	Counting visible items from 1 to 20, bead strings					

COMMENTS:

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Answer Keys

Providing immediate feedback to teachers





ACROSS:

- A. The number after 6
- B. The number of beads
- **C**. The number of dots on the domino



- E. Choose the greatest number:7, 6, 8, 5
- F. The last number in the chain
- -**G**. The last number in the chain



- -H. The number of fingers
- -J. The number that is $1 \mod 5$
- K. The number of beads

M. How many cards have 5 dots?



P. The first number in the chain



- -**Q**. The number of fingers
- **−R**. 5 + 5 =
- **S**. There are 3 dots hidden. How many are there in all?



DOWN:

B. The number of sticks



- D. The number of beads
- L. Choose the greatest number: 9, 11, 10, 8
- ${f N}.$ The number after ${f 9}$



ACROSS:

A. The first number in the chain



- **B**. Choose the greatest number: 11, 13, 12, 14
- **C**. The number of beads
- E. There are 4 dots hidden. How many are there in all?



- -**F**. The last number in the chain 5 Δ
- **G**. The last number in the chain



- -H. The number of fingers
- $^{\sf L}$ **J**. The number that is 2 more than 5
- **K**. The number after 11

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- **Q**. The number of beads
- **R**. The number of sticks
- S. How many cards have 5 dots?

DOWN:

- **B**. The number after 9
- **D**. Choose the greatest number: 12, 11, 13, 10
- L. The number of dots on the domino



N. The number of beads



DOWN:

G. The last number in the chain

K. Choose the greatest number:

12, 14, 15, 13

16

-H. The number of fingers

15

└**」**. 2 + 2 =

B. The number of sticks



D. The number of dots on the domino



- L. The number after 10
- **N**. The number of beads



ACROSS:

A. There are 7 dots hidden. How many are there in all?

7

- B. The number of beads
- ${f C}.$ The number after 10
- E. How many cards have 5 dots?

••	::		••		••		•_•
••	•		••		••		•••
		L	•••	l		l	

- F. The first number in the chain
- G. The number of beads
- **H**. The number of fingers \mathbf{J} . $\mathbf{5} + \mathbf{0} = \mathbf{J}$
 - **K**. The number of dots on the domino



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- -**Q**. The last number in the chain
- -**R**. The last number in the chain
- S. Choose the greatest number:9, 7, 8, 6

DOWN:

B. The number of sticks



- **D**. Choose the greatest number: 15, 16, 13, 14
- L. The number of beads
- ${f N}.$ The number after ${f 9}$



ACROSS:

A. The first number in the chain



B. There are 8 dots hidden. How many are there in all?



- ${f C}.$ The number after 10
- F. 3 + 3 =
 - G. The number of beads
- H. Choose the greatest number: 7, 6, 5, 8



M. The number of fingers P. 5 + 4 =

- Q. The number of beads
- S. How many cards have 5 dots?



DOWN:

- **B**. Choose the greatest number: 13, 12, 14, 11
- $\boldsymbol{D}.$ The number after $\boldsymbol{9}$
- L. The number of dots on the domino



N. The number of beads



Games

A good and easy way to learn, and it's fun!



CROSS-NUMBER DISCOVERY GAMES I

The order of Cross-Number Discovery Games follows the same order as that of Cross-Number Discovery Puzzles, with games 1-5 supporting the concepts introduced in puzzles 1-5. The games in each of the sections are repetitive and simple to learn. Detailed instructions for the games and an explanation of the outcomes they address are provided in the introductions to each of the sections. As the following games are most likely familiar to teachers, instructions for them are provided just once below.

Face-off is a game for 2-4 players. All the cards are dealt to the players and each player places his/her cards face-down in a pile. Each player then turns over the top card of his/her pile and states the number shown on the card. The player with the greatest number is the winner of the round and takes the cards. Play continues in this manner until one player has won all the cards. If the game ends before that, the player with the greatest number of cards wins the game. Note: A variation of this game is to have players take turns before each round stating whether the greatest or least number will win that round.

Fish is a card game for 2-4 players. To start, 5 cards are dealt to each player and the remaining cards are placed face-down in a pile on a table. If a player has 2 matching cards, he/she sets these cards aside. After players have set aside their matches, they take turns asking the player to their left for a card that matches one in their hand. If the player to the left has the matching card, he/she must give it to the asking player who can then ask for another card. If the player to the left does not have a matching card, the player takes the top card from the pile on the table. The player with the greatest number of matches at the end of the game is the winner.

Snap is a card game for 2 players. The cards are placed face-down in 1 or 2 piles on a table depending on the nature of the game. The card(s) from the top of the pile(s) is(are) turned over. The first player to call out the answer takes the card(s). The player with the greater number of cards at the end of the game is the winner. Note: When choosing two players to play this game, make sure both understand the concepts involved or play will be too one-sided.

Concentration is a card game for 2-4 players. To begin, 20 cards (10 pairs) are placed face-down on a table in 4 rows and 5 columns. The first player turns over 2 cards. If they are a match, the player keeps the cards. If they are not a match, the player places the cards back face-down on the table and play goes to the next player. The player with the greatest number of cards at the end of the game is the winner.

CROSS-NUMBER GAMES I: PUZZLES I-5

I-5A.BEAD STRINGS TO 20

This target-20 game consists of two game boards. Each game board consists of 20 beads in two rows of ten. Also required, are a 6-sided number cube with the numbers 0, 1, 1, 2, 2, and 3, as well as bingo chips. This game provides practice counting to 20.

This is a game for 2-4 players. Each player is given a game board and bingo chips. In turn, each player rolls the number cube, and places the number of bingo chips rolled on his/her game board, one after the other, beginning at the left of the first row. The player then states the total number of bingo chips on his/her bead string. The first player with 20 bingo chips on his/her bead string is the winner of the game.

I-5B.NEARBY NUMBERS

This is the first of nine nearby number games. One is provided for each group of five puzzles, with the exception of the last group of five puzzles. This nearby number game consists of 24 cards and a game board. It provides practice in finding forward and backward number sequences to 12.

This game can be played by individual students. Students are provided with the set of 24 cards and the game board. Students arrange the cards on the game board so that the numbers form a sequence.

I-5C.DOT PATTERNS, 0-5 DOTS

This game consists of 28 cards, each showing a dot pattern for a number from 0 to 5. The game provides practice with subitizing, with recognizing the number of dots without having to count them individually.

This is a game for 2-4 players. Players can use these cards to play the games of face-off, snap, and/or concentration. These games are described in the Introduction to Cross-Number Games 1.

I-5D.DOMINOES, DOUBLE NINES, DOTS AND NUMBERS

This double nines domino game consists of 55 dominoes. The left side of each domino consists of a regular dot pattern for 0 to 9, while the right side consists of a numeral from 0 to 9. This game provides practice in recognizing regular dot patterns from 0 to 9.

This is a game for 2-4 players. This game is played like a traditional domino game. The dominoes are placed face-down on a table. Each player chooses 7 dominoes. The remaining dominoes are left face-down on the table. The player with the greatest double domino begins the game by placing it in the centre of the table. The next player then tries to match one of his/her dominoes to either side of the double. Only one domino may be played at each turn. Dominoes are placed lengthwise rather than at right angles, except in the case of a double.

I-5D.DOMINOES, DOUBLE NINES, DOTS AND NUMBERS, CONTINUED

If a player cannot match the dots at any open side of a row, he/she must pick from the draw pile until he/she is able to play a domino. If a player draws the last domino and still cannot play, he/she passes and then tries again on his/her next turn. A player must play a domino if able to do so.

Play continues until one player has no more dominoes or until no one can play. If no further plays can be made and all dominoes have been drawn, the player with no dominoes or with the least number of points (dots on his remaining dominoes) wins the game.

I-5E.DOMINOES, LEFT SIDE SCREENED

This face-off game consists of 26 dominoes. The left side of each domino consists of a numeral from 0 to 12, while the right side consists of either 1 or 2 dots. The number on the left side of the domino indicates the number of dots that are hidden on that side of the domino. This game provides practice in counting items in two collections where the first collection is screened.

This is a game for 2-4 players. The dominoes are scattered face-down on a table. Before each round, one player chooses whether the greatest or least number of dots will win the round. Each player choose a domino, and states the number of dots, both hidden and seen on his/her domino. The player with the greatest or least number of dots wins the dominoes. Play continues until there are no more dominoes left to choose. The player with the greatest number of dominoes the player with the greatest number of dominoes.

I-5F.FINGER PATTERNS I-10

This game consists of 2 piles of 10 cards each. The first pile of cards shows finger patterns for the numbers from 1 to 10. The five plus finger patterns are shown for the numbers from 6 to 10. The second pile of cards consists of the numbers from 1 to 10. This game provides practice in recognizing the five plus finger patterns for the numbers 1 to 10. Mathematics Recovery strongly encourages the use of finger patterns when children are first developing their concept of number.

This is a game for 2-4 players. Players can use these cards to play the games of face-off, snap, and/or concentration. These games are described in the Introduction to Cross-Number Games 1.

I-5G.FINGER PATTERNS, DOUBLES

This game consists of 2 piles of 10 cards each. The first pile of cards shows finger patterns for the doubles from 1 to 5. The second pile of cards shows the sums of these doubles. The game provides practice for the addition doubles for 1 to 5.

This is a game for 2-4 players. Players can use these cards to play the games of face-off, snap, and/or concentration. These games are described in the Introduction to Cross-Number Games 1.



1-5A.BEAD STRINGS TO 20 Cross-Number Games 1 - © Celia Baron 2013

	5	
SA	9	
	2	
	10	
	7	
	4	

I-5B NEARBY NUMBERS ~ 24 CARDS ~ Cross-Number Games.1 © Celia Baron 2013						
3 Book 1: 1-5B	4 Book 1: 1-5B	6 Book 1: 1-5B	7 Book 1: 1-5B			
7 Book 1: 1-5B	8 Book 1: 1-58	Book 1: 1-5B	Book 1: 1-5B			
Book 1: 1-5B	Book 1: 1-5B	З Воок 1: 1-5В	4 Book 1: 1-5B			
Воок 1: 1-5В	У воок 1: 1-5В	Book 1: 1-5B	Book 1: 1-5B			
5 Book 1: 1-5B	В оок 1: 1-5В	В оок 1: 1-5В	9 воок 1: 1-5В			
Book 1: 1-5B	5 Book 1: 1-5B	D Book 1: 1-5B	D Book 1: 1-5B			







1-5C.DOT PATTERNS, 0-5.3 Cross-Number Games 1 - © Celia Baron 2013







1-5D.DOMINOES, DOUBLE NINES, DOTS AND NUMBERS.2 Cross-Number Games 1 - © Celia Baron 2013





1-5D.DOMINOES, DOUBLE NINES, DOTS AND NUMBERS.4 Cross-Number Games 1 - © Celia Baron 2013



1-5E.DOMINOES, LEFT SIDE SCREENED.1 Cross-Number Games 1 -© Celia Baron 2013





1-5F.FINGER PATTERNS 1-10.1 Cross-Number Games 1 - © Celia Baron 2013



1-5F.FINGER PATTERNS 1-10.2 Cross-Number Games 1 - © Celia Baron 2013



1-5G. FINGER PATTERNS, DOUBLES.1 Cross-Number Games 1 - © Celia Baron 2013



1-5G.FINGER PATTERNS, DOUBLES.2 Cross-Number Games 1 - © Celia Baron 2013