

CAMT 2022

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Oh the Math They Need to Know! Prek-K Math Games to Build Success in Primary

Thursday, July 14th, 2022
2:30 - 3:30 PM, Room 214D

Jane Felling



jane@boxcarsandoneeyedjacks.com

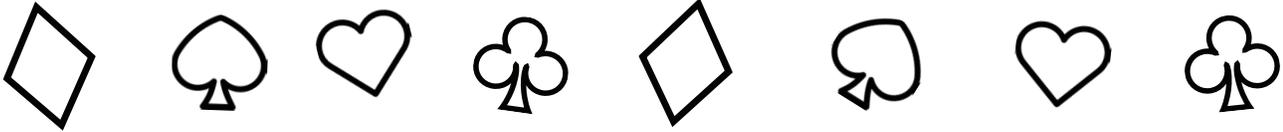
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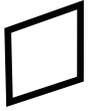
MATH JOURNAL



Game Number : _____



Name of Game: _____



Players: _____



Skills: _____





Goal: _____

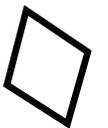


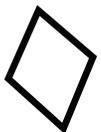
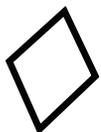


How To Play: _____





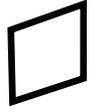




MATH JOURNAL



Strategies I've Learned:











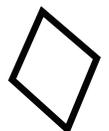


Math Words I've Learned:









DOUBLES / DOUBLES + 1 COMBINATIONS

DOUBLES

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \end{array} \\ 1 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \end{array} \\ 1 \end{array} = 2$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \end{array} \\ 4 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \end{array} \\ 4 \end{array} = 8$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \end{array} \\ 2 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \end{array} \\ 2 \end{array} = 4$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \end{array} \\ 5 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \end{array} \\ 5 \end{array} = 10$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \cdot \end{array} \\ 3 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \cdot \end{array} \\ 3 \end{array} = 6$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \cdot \end{array} \\ 6 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \cdot \end{array} \\ 6 \end{array} = 12$$

EVEN

DOUBLES + 1

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \end{array} \\ 1 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \end{array} \\ 2 \end{array} = 3$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \end{array} \\ 4 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \end{array} \\ 5 \end{array} = 9$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \end{array} \\ 2 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \cdot \end{array} \\ 3 \end{array} = 5$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \end{array} \\ 5 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \cdot \end{array} \\ 6 \end{array} = 11$$

$$\begin{array}{c} \square \begin{array}{c} \cdot \\ \cdot \cdot \cdot \end{array} \\ 3 \end{array} + \begin{array}{c} \square \begin{array}{c} \cdot \cdot \\ \cdot \cdot \cdot \end{array} \\ 4 \end{array} = 7$$

ODD

1-6 SQUARE OFF

LEVEL: Pre-Kindergarten - Grade 1

SKILLS: identifying numbers 1-6, counting, 1-1 correspondence to 6, graphing, teach the word "pip"

PLAYERS: solitaire or cooperative pairs

EQUIPMENT: 20-30 dice, gameboard, recording sheet

GOAL: to sort out all the dice on the sorting gameboard, then display in a bar graph.

GETTING STARTED:

This is a great activity for Pre-Kindergarten-Grade 1, to become familiar with dot patterns on regular dice. The activity also develops counting and 1-1 correspondence to 6. Have students super mush the dice (roll altogether once, mushing them in their hands - great fun!) . Students pick any die, count the pips.(a pip is a dot on a die  = 1 pip;  = 2 pips and so on) and place it onto their gameboard. Students continue to select each die one at a time and sort their dice until all the dice are on the board. After the sorting is finished they can answer the following questions:

MATH JOURNAL WORK AND EXTENSIONS:

1. Just by looking at the squares, can you tell which number has the most dice? The least?
2. Can you tell just by looking if any of the numbers have the same amount of dice?

Show students how they can make a bar graph with their dice to answer the questions more accurately.

STEP 1



STEP 2



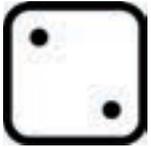
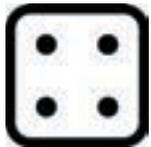
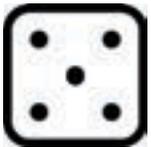
STEP 3

		3	4	4		
		3	4			
		2	4	5	6	
		3	4	5	6	
	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
						

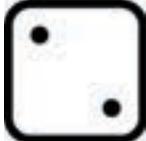
You can have students record their graph (actual outcome) on the recording sheet.

3. We have noticed some of our young students rolling one die at a time, and then placing it onto their gameboard instead of doing a "super mush". You can try both ways of approaching this activity - they will both develop counting skills to 6 and immediate recognition of pattern/number over time.

1-6 SQUARE OFF GAMEBOARD

1 	2 	3 
<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>
4 	5 	6 
<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>	<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TOTAL</div>

1-6 SQUARE OFF GRAPH

20 UP

LEVEL: Kindergarten - Grade 1

SKILLS: count using one-to-one correspondence 1-20, recognizing same/different, collecting, organizing and interpreting bar/pie graphs

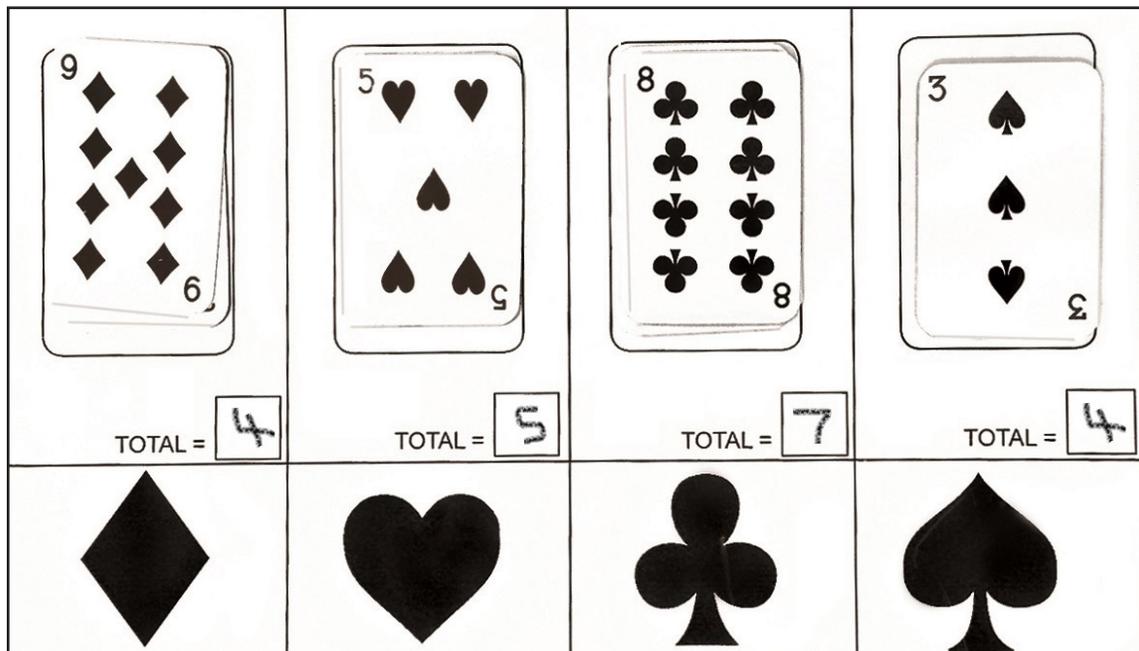
PLAYERS: whole group teacher led activity, each player with own cards and graph, or play with partner

EQUIPMENT: full deck of cards (Jokers removed), gameboard

GOAL: to graph the suits of 20 cards

GETTING STARTED:

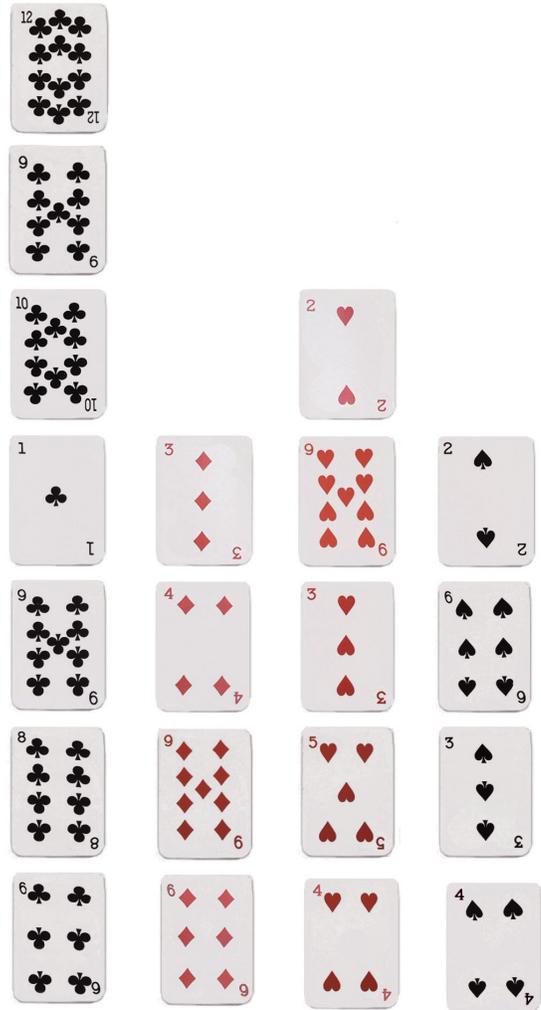
Each player takes twenty cards off the top of their deck. Have all students sort out their cards on their 20-Up gameboard.



20 UP

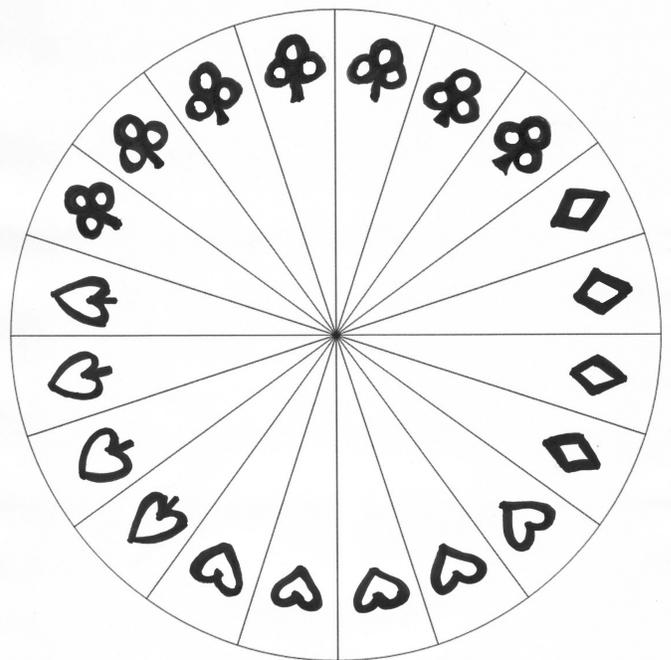
MATH JOURNAL WORK AND EXTENSIONS:

1. Have students compare their suit totals with other members of the group or class.
2. Have students organize their cards by building a bar graph with them.

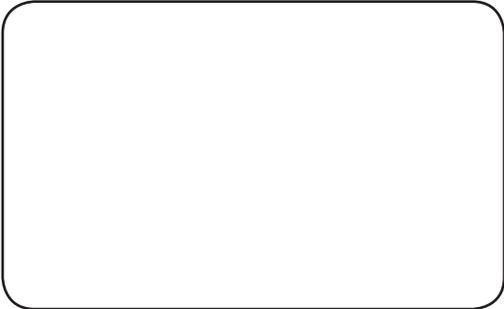
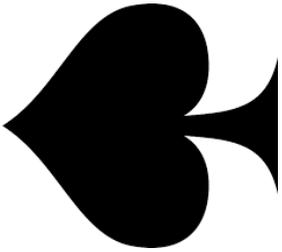
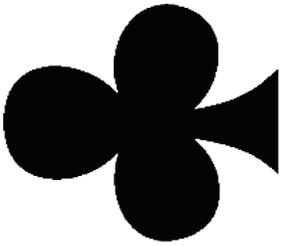
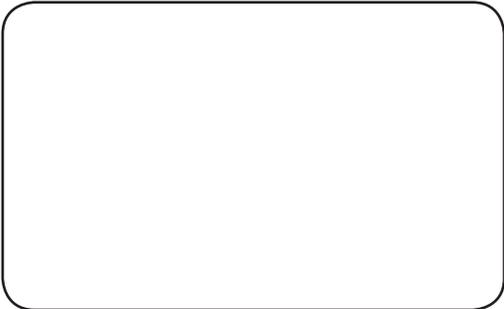
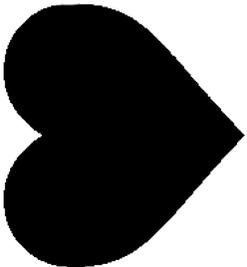
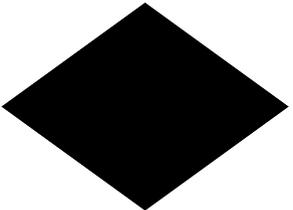


Players could record their information on a pie graph as well. After the graphs are completed the teacher or partners can ask questions such as:

- What suit had the most cards? the least?
- Are there more black or red cards? How many more . . .
- Players can come up with questions to go with their completed graphs and share them with another player.



20 UP GAMEBOARD

	<input type="text"/> TOTAL =	
	<input type="text"/> TOTAL =	
	<input type="text"/> TOTAL =	
	<input type="text"/> TOTAL =	

NUMBER FACE OFF

LEVEL: Pre-Kindergarten - Grade 1

SKILLS: count using one-to-one correspondence, identify objects in a group as $>$ $<$ or $=$ to

PLAYERS: 2 1 vs 1

EQUIPMENT: deck of cards (Ace=1)-5 to start or (Ace=1)-10, (remove Jokers, Jacks, Queens and Kings)

GOAL: to have the greatest number and to collect the most cards by the end of the game

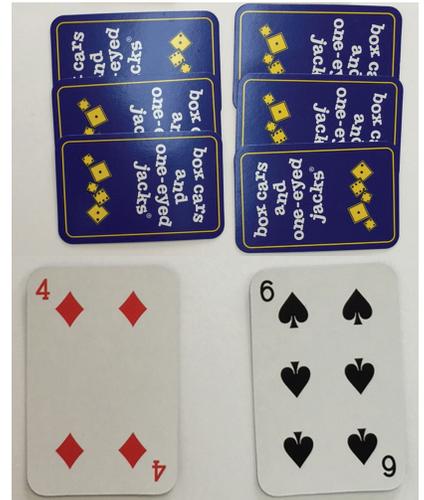
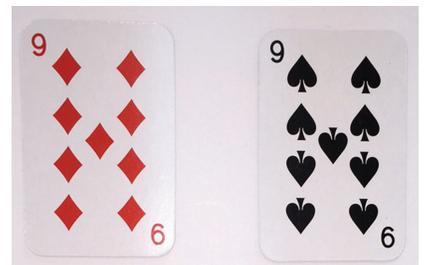
GETTING STARTED:

Players divide cards evenly between themselves. Each player turns over one card, counts and says the number out loud. The player with the greater number wins both cards. In the event of a tie, where each player has the same number, players declare a "Face Off".

Each player deals out three cards upside down and turns over one new card.

"TIE-BREAK"

The new cards are compared for greatest. The greater number collects all the cards. Player Two would say "6 is greater than 4" and put all ten cards into their points pile. Play continues for a set period of time. The player with the most cards is the winner.



MATH TALK

Make sure students are using correct math vocabulary as they play, for example "6 is a greater number than 4". As they mature they can verbalize part-whole relationships such as "6 is greater than 4 ... by 2".

VARIATION:

1. Play for least number as the winner of the cards, verbalizing "4 is less than 6" before putting cards into the point pile.

NUMBER FACE OFF GAMEBOARD

	MY ROLL	<, =, >	MY PARTNER'S ROLL
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

The highest number I rolled was _____ .

The lowest number I rolled was _____ .

I won _____ rounds.

COUNTING CRUNCHIES

- LEVEL:** Pre-Kindergarten - Kindergarten
- SKILLS:** count using one-to-one correspondence, represent and write numbers 1-6
- PLAYERS:** 2 or more
- EQUIPMENT:** 2 dice, bowl of cereal, gameboard (cards may be substituted for dice)
- GOAL:** to be the player with the most crunchies after six rolls

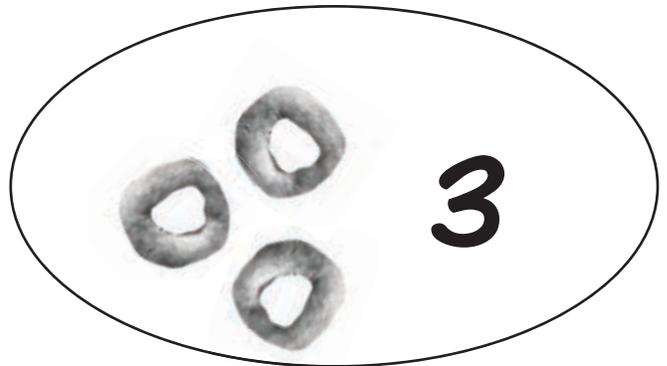
GETTING STARTED:

Player One rolls a single die and takes that number of “crunchies” from the bowl. Players alternate rolling the die and taking crunchies. Play continues until all players have had six rolls. Players count up their crunchies. The player who has the most crunchies is the winner. Players ‘equal share’ and eat their crunchies!

MATH JOURNAL WORK AND EXTENSIONS:

EXAMPLE:

1. A fun activity students could do is to glue their crunchies on to their gameboards rather than eat them. Then have them eat the left overs in the bowl. They could then be displayed on a bulletin board to display how high they have been counting. Help children record their final total. Have students write “how many” in each circle/roll.



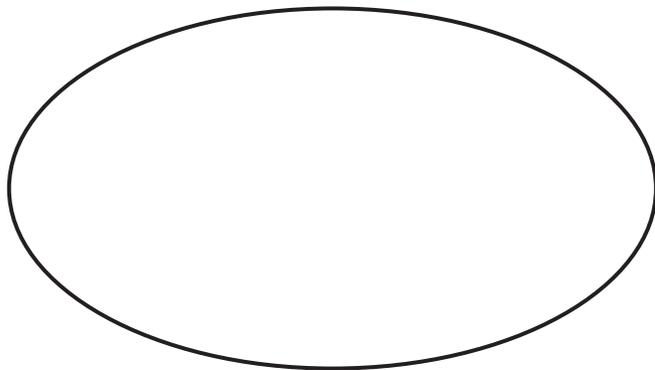
2. Provide students with a piece of yarn so they can string their crunchies on to it to create a counting crunchies necklace.

VARIATIONS:

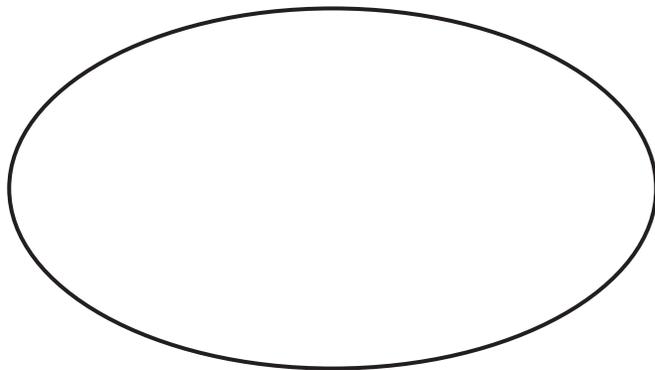
1. The winner could be the player with the least number of crunchies.
2. Use a 10,12 or 20 sided die to play the game when ready.

COUNTING CRUNCHIES GAMEBOARD

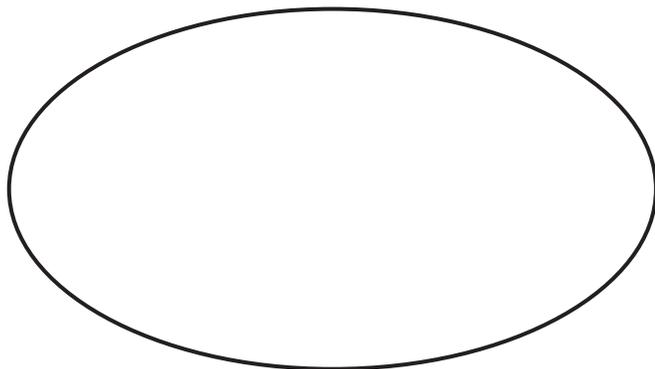
ROLL 1



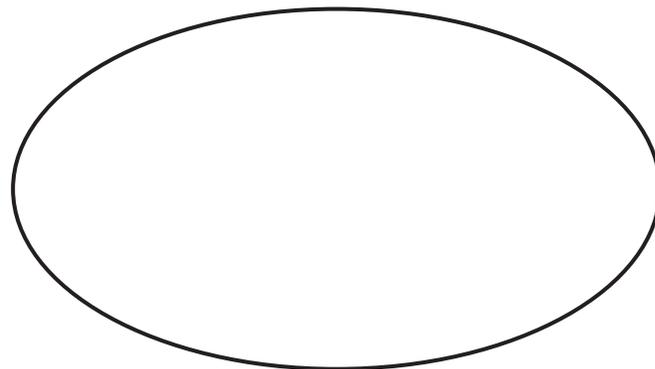
ROLL 2



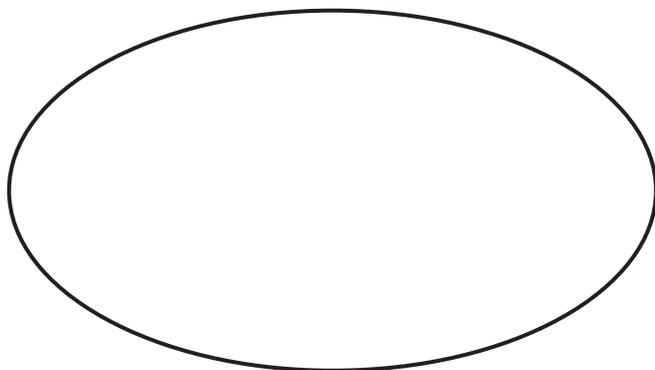
ROLL 3



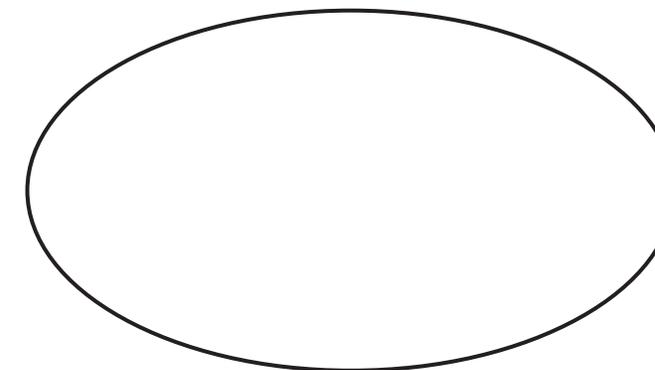
ROLL 4



ROLL 5



ROLL 6



I had _____ crunchies in all.

$$\square + \square + \square + \square + \square + \square = \square \text{ TOTAL}$$

ADDITION FACE OFF

- LEVEL:** Grade 1
- SKILLS:** solve and add within 10, understand addition as putting together and adding to, fact families
- PLAYERS:** 2
- EQUIPMENT:** cards (Ace=1) - 5
- GOAL:** to have the greatest sum of two cards

GETTING STARTED: Players divide cards evenly between themselves. Each player turns over two cards and adds them together. The greatest sum gets all of the cards. In the event of a tie (ie. each player has the same sum), FACE OFF is declared. Each player deals out three more cards face down and then turns over two more cards. These two cards are added together. The greatest sum wins all of the cards. Play continues until one player has collected all of the cards.

EXAMPLE:

PLAYER ONE



$$2 + 3 = 5$$

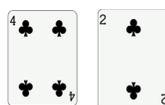
PLAYER TWO



$$4 + 1 = 5$$

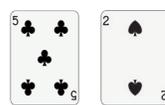
FACE OFF IS DECLARED

PLAYER ONE



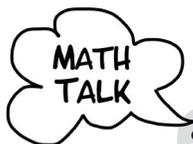
$$4 + 2 = 6$$

PLAYER TWO

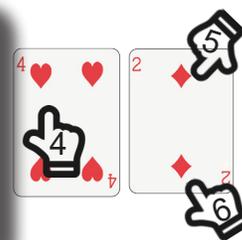


$$5 + 2 = 7$$

Player 2 collects all of the cards.



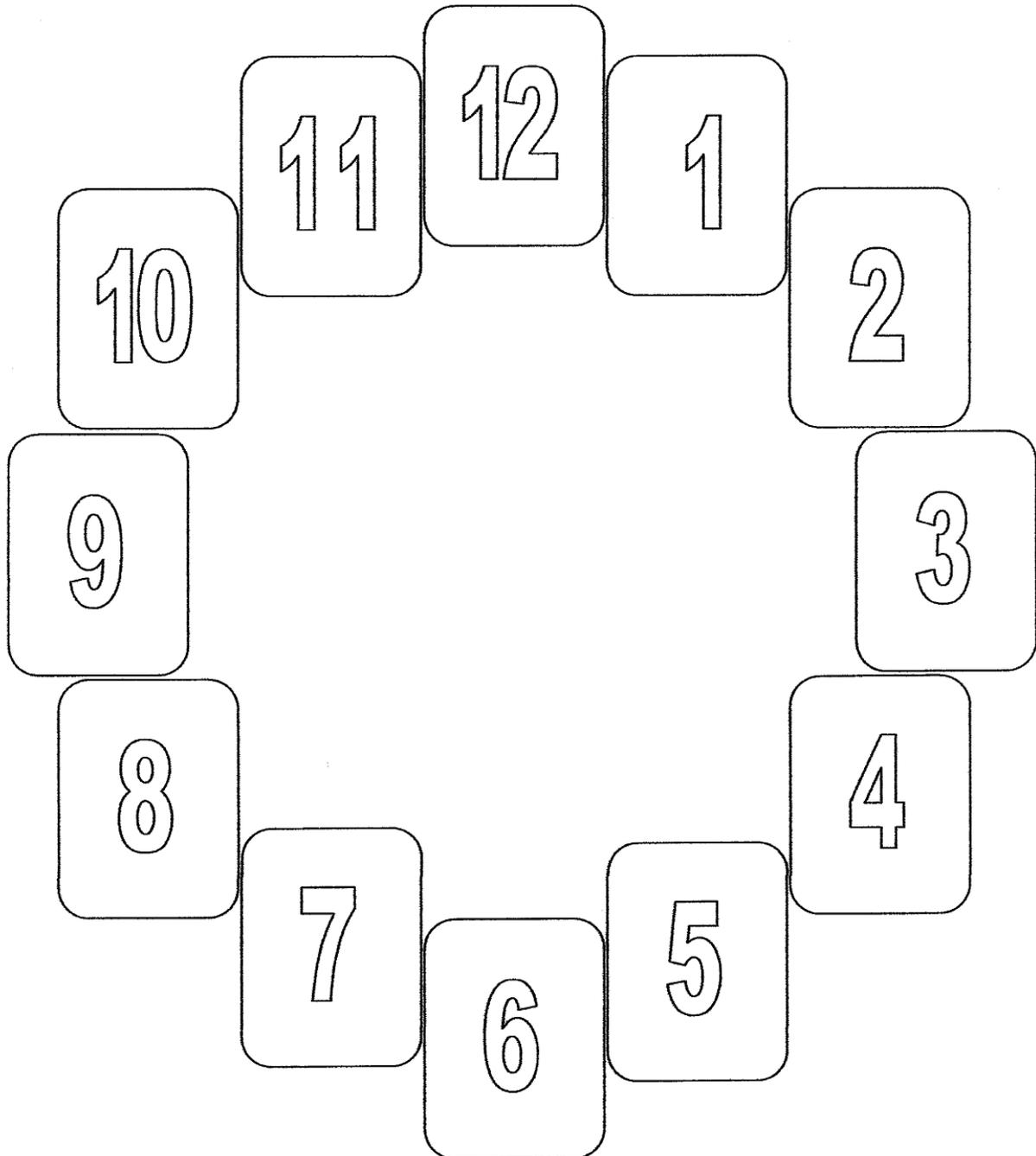
Students who are having difficulty adding the numbers can use the strategy of using the symbols on the cards (ie. hearts, spades, diamonds or clubs) to count on from the higher numbered card. For example, if a 4 of hearts and 2 of diamonds are turned over, students start at 4, saying “4” and then touch the symbols on the second card counting on “5”, “6”.



VARIATIONS:

1. Increase the value of cards used : (Ace=1) - 6 for addition to 12 ; (Ace=1) - 9 for addition to 18.
2. Divide cards evenly between two players. Each player turns over two cards, creates a two-digit number and verbalizes the number. Players each turn over a third card and add it to their two-digit number. The player with the greater number wins all the cards.

WHAT TIME IS IT MR WOLF?



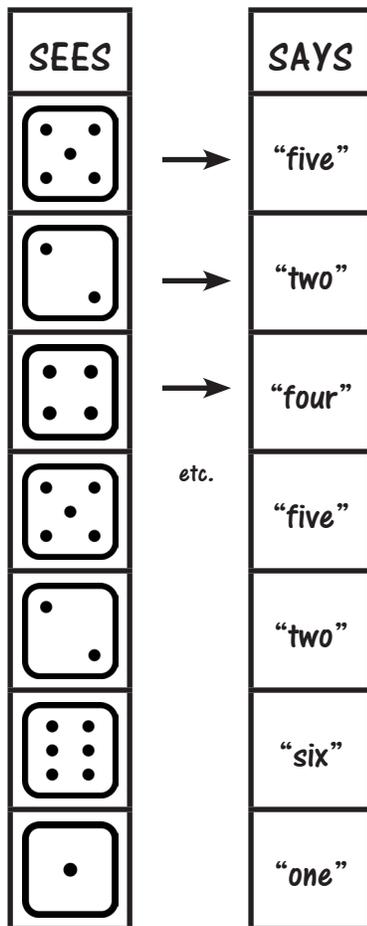
- Roll 2 regular dice and add them together.
- Use the result to fill in a time on their clock by crossing off the number on the clock, or, if playing with cards, turn over the card with the corresponding number.
- Players alternate turns until only 1 o'clock remains.

SUBITIZING SHAKE UP

- LEVEL:** Kindergarten - Grade 1
- SKILL:** subitizing, recognition of numbers 1 - 6
- SET UP:** vertical or horizontal, 1 die in each slot, 1 shaker per student
- PLAYERS:** 2 (cooperative pair) or solitaire
- GOAL:** call out numbers with immediate recognition of dot pattern

GETTING STARTED:

FOR SOLITAIRE: Have student shake their container, hold it still, then say their numbers out loud to their partners as they work down the slots.



As students mature they could record their numbers after each shake. (see reproducibles)

EXAMPLE:

See	Say	Record
	"two"	2
	"three"	3
	"one"	1



SUBITIZING SHAKE UP RECORDING SHEET

SEE	NUMBER

SEE	NUMBER

SEE	NUMBER

SEE	NUMBER

SEE	NUMBER

SEE	NUMBER

ODD-EVENERS RECORDING SHEET

	Number	ODD	EVEN
	3	X	
	4		X
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

	Number	ODD	EVEN
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

	Number	ODD	EVEN
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

	Number	ODD	EVEN
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

	Number	ODD	EVEN
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

	Number	ODD	EVEN
TOTAL ODD	<input type="text"/>	TOTAL EVEN	<input type="text"/>

ORDER IT UP RECORDING SHEET

EXAMPLE:

MY SHAKE						
						
4	1	2	2	3	5	2

ORDERED UP						
1	2	2	2	3	4	5

MY SHAKE						

ORDERED UP						

MY SHAKE						

ORDERED UP						

MY SHAKE						

ORDERED UP						

MY SHAKE						

ORDERED UP						

MY SHAKE						

ORDERED UP						

MY SHAKE						

ORDERED UP						

SHAKE IT UP MATCH IT UP RECORDING SHEET

I had matches. I had total dice matched.

I had matches. I had total dice matched.

I had matches. I had total dice matched.

I had matches. I had total dice matched.

MAKE A TEN SHAKERS

- LEVEL:** Kindergarten - Grade 2
- SKILL:** fact fluency, subitizing, making a sum of 10
- SET UP:** vertical or horizontal, 1 die in each slot, 1 shaker for 2 students
- PLAYERS:** 2 (cooperative pair) or solitaire
- GOAL:** call out number, immediately give missing addend to equal a sum of 10

GETTING STARTED:

For solitaire or pair work have students shake a container, hold it still, then say out loud their numbers as they work down the slots:

SEE	SAY
	"4"
	"3"
	"3"
	"6"
	"1"
	"2"
	"4"



Have students then go back through, working from the top, giving the missing addend to equal 10.

SEE		SAY
	+6	"10"
	+7	"10"
	+7	"10"
	+4	"10"
	+9	"10"
	+8	"10"
	+6	"10"



Have students work toward full fluency, see say "4 + 6 = 10"

Have students record their "ten facts" using the recording sheets when ready.

MAKE A TEN SHAKERS RECORDING SHEET

SEE	+	?	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10

SEE	+	?	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10

SEE	+	?	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10

SEE	+	?	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
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SEE	+	?	=	10
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SEE	+	?	=	10
<input type="text"/>	+	<input type="text"/>	=	10
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<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10
<input type="text"/>	+	<input type="text"/>	=	10

BUMP UP AND BACK RECORDING SHEET

Bump Back I SAW Bump Up

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Bump Back I SAW Bump Up

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

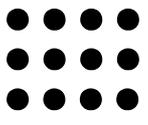
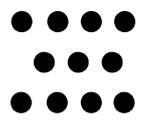
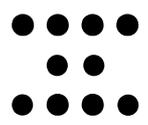
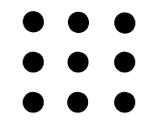
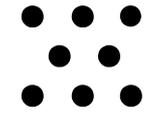
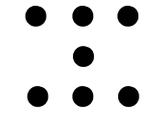
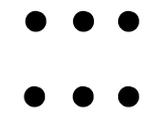
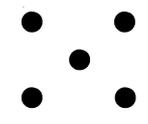
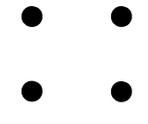
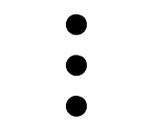
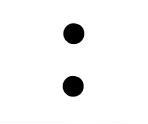
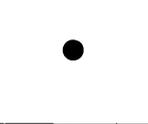
Bump Back I SAW Bump Up

_____	_____	_____
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Bump Back I SAW Bump Up

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ROLL AND WRITE TO 12 GAMEBOARD

KINDERGARTEN HORSE RACE

LEVEL: Pre-K – 1

SKILLS: identifying numbers 1-6, counting, comparing numbers $>$ $<$, 1-1 correspondence

PLAYERS: 2 (1 vs 1)

EQUIPMENT: tray of dice, recording sheet

GOAL: To have the greatest number of dice on your side of the "racetrack" at the end of the game.

GETTING STARTED:

Each player takes 18 dice of one color and picks a side of the dice tray to be their "racetrack". Each player picks up one die, rolls and counts/identifies their number. The player with the greater number puts their die into their side of the racetrack. Both players verbalize the number they rolled.

EXAMPLE:

Player One



5 "Five"

Player Two



4 "Four"

MATH TALK

Player One says "5 is greater than 4"

The player with the greater number places their die in their side of the racetrack. The player with the least number tosses their die into the lid. Players each pick up another die, roll and compare their next numbers. In the event of a TIE or "equal numbers" both players put their die into their side of the racetrack. Play continues until both players' 18 dice have been rolled out. The player with the greatest number of dice on their side of the racetrack wins.

MATH JOURNAL WORK AND EXTENSIONS:

1. Have players record a full game on the recording sheet. See example on page 21.
2. Have players keep track of how many ties happened in their game and build a class chart. They can use counters to keep track of the number of ties.

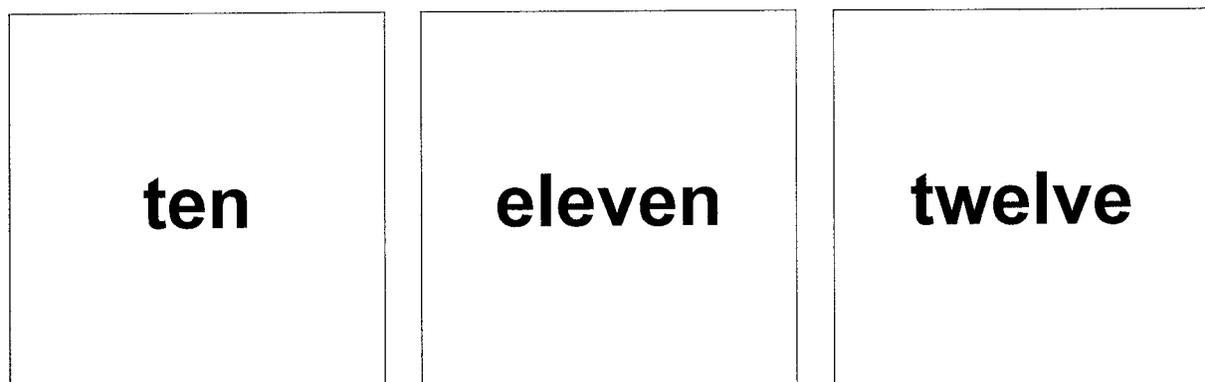
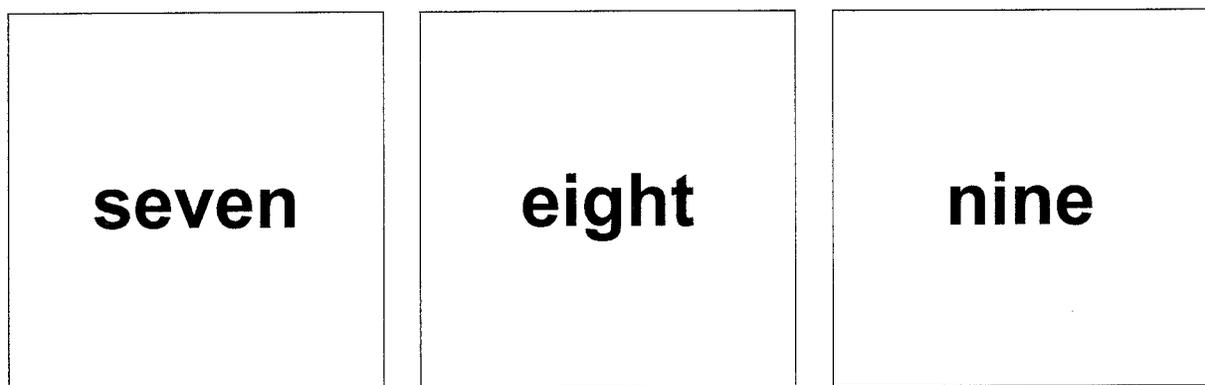
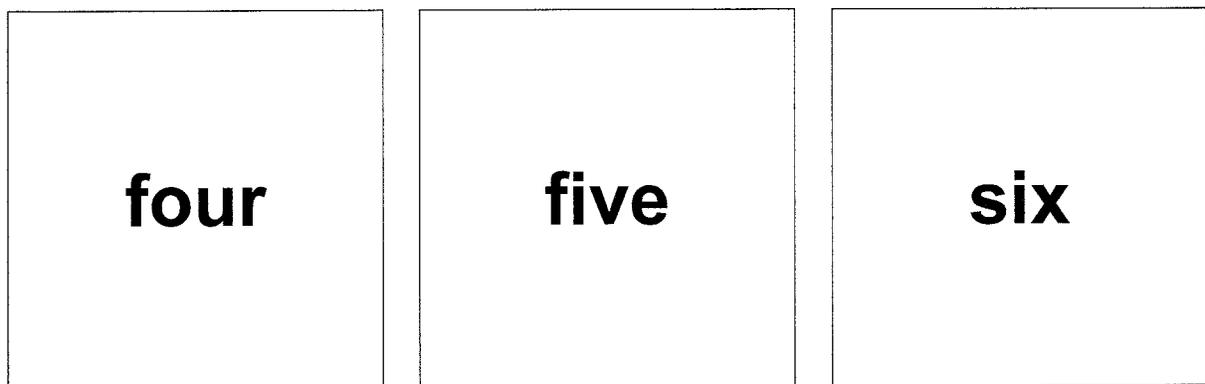
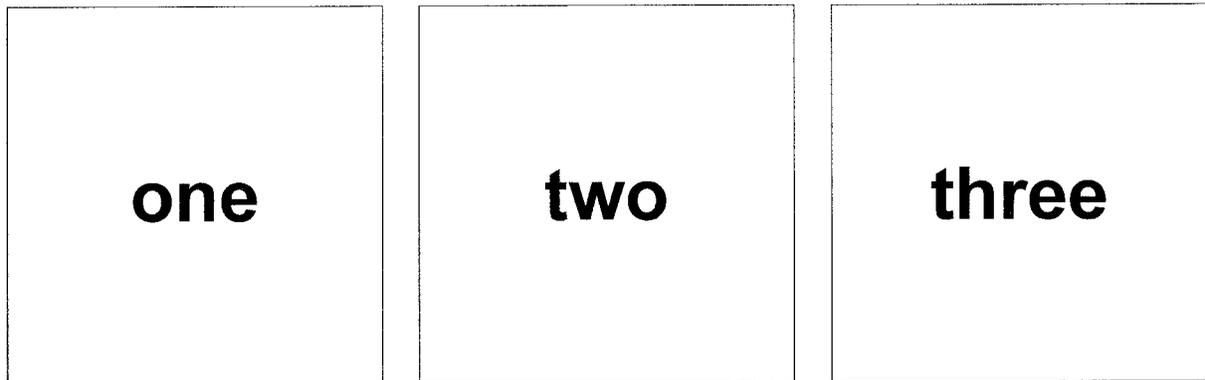
HOW MANY TIES DID YOU HAVE?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

KINDERGARTEN HORSE RACE

MY NUMBER	> = <	MY FRIEND'S NUMBER	MY NUMBER	> = <	MY FRIEND'S NUMBER	MY NUMBER	> = <	MY FRIEND'S NUMBER
<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>
<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>
<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>
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<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>	<input type="text"/>	○	<input type="text"/>

NUMBER WORD BLACKOUT



Dominoes are placed face down and shuffled. Each player has their own gameboard. Player One draws a domino, counts the pips and matches this total to the correct number word on their board. Player Two draws a domino, counts and matches their domino to the correct number word on their board. The player who fills in all their number words first, is the winner.



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- *Does not apply to sale items, the Deluxe Primary/Upper Elementary Kits or Downloads.
- *Discount is applied before shipping and handling. Valid until Sept 30th, 2022

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P.O.# _____ FEI#: (For USA orders over \$500.00) _____

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Zip/Postal: _____ Email: (PRINT CLEARLY) _____

Phone: _____ Fax: _____

Ship To: () SAME AS ABOVE Contact Name: _____

Address: _____ City: _____ St/Pv: _____

Zip/Postal: _____ Email: (PRINT CLEARLY) _____

Phone: _____ Fax: _____

Item Description (including code if known)	Qty	Price	Subtotal

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 Orders over \$650.00 add 12% + 6.00
 Questions? info@boxcarsandoneeyedjacks.com

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