

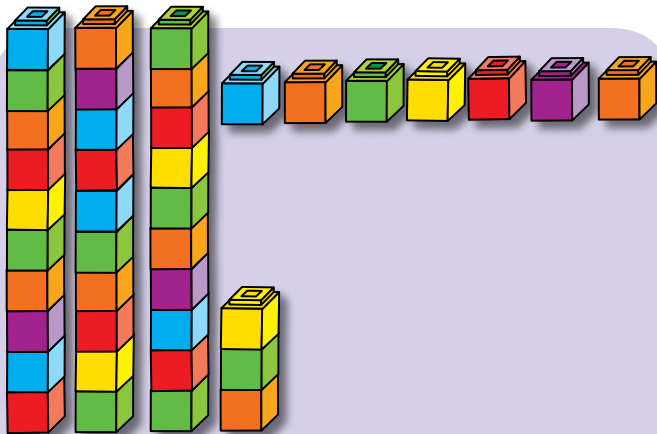
Take It Away!

Subtraction with regrouping

Materials:

Unifix cubes
pair of dice
paper

A child rolls one die. He writes the number rolled in the tens place and writes a zero in the ones place. Then he connects cubes to make a number of ten rods equal to the number written. (If he rolls a one, he adds two zeros and makes ten groups of ten to represent 100.) Next, he rolls both dice and writes the new number on his paper below the first number to complete the subtraction problem. He solves the problem, using the cubes to help him, and writes the answer on his paper. He continues in this manner as time permits.



Franklin

$$\begin{array}{r} 50 \\ - 11 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 40 \\ - 7 \\ \hline 33 \end{array}$$

Climb the Ladder

Ordering numbers

Materials:

4 dice
4" x 9" paper strips (one per child)
scrap paper

A student rolls the dice. She arranges the rolled numbers into a four-digit number, writes the number on scrap paper, and repeats the process five more times so she has six four-digit numbers. Next, she accordion-folds a paper strip so it resembles a six-rung ladder, unfolds it, and lists the numbers from least to greatest to "climb the ladder." She repeats the steps, writing a second set of numbers on the back of her ladder.

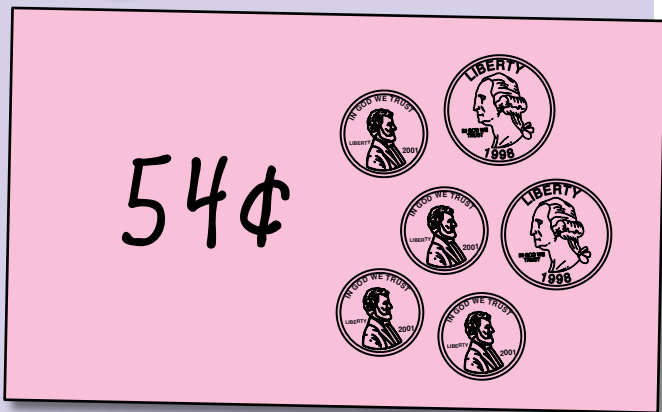
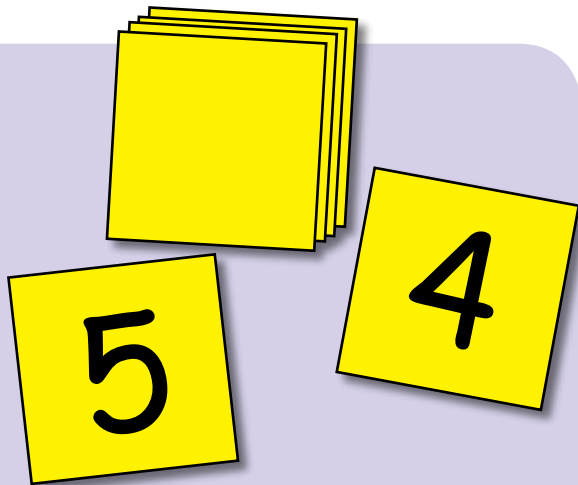
Stamp It Out

Counting coins

Materials:

- 2 sets of number cards 0–9
- coin stampers
- ink pad
- cards (several per child)

A child shuffles the number cards, stacks them facedown, and then draws two. She arranges the numbers to create a two-digit number and writes the number as a money amount on a card. Then she stamps coins that equal the amount on the card. After returning the number cards to the deck, she reshuffles them and repeats the activity as time allows.



Any Way You Look

Representing numbers

Materials:

- student copies of page 88
- 2 dice
- base ten blocks

A student rolls the dice, uses the numbers rolled to make the largest possible number, and writes it above the first chart on his paper. Next, he arranges the base ten blocks into a model of the rolled number and then completes the first row of the chart. He rearranges the blocks to make two more models and then writes the information on the chart. He repeats the steps to complete the remaining charts.

Name: Arun Representing numbers

Any Way You Look at It

51		62		53	
tens	ones	tens	ones	tens	ones
5	1	6	2	5	3
4	11	5	12	3	23
3	21	4	22	1	43

tens	ones	tens	ones	tens	ones

tens	ones	tens	ones