

Understanding the MAB tens rod activities



1 Count rods by tens

Place rods one at a time; after each, students call the running total by tens. Then remove them one at a time and count back by tens.

"One rod — ten. Another — twenty. How many is four rods without counting the ones?"

"Take one away — what happened to the total? Why ten less?"

2 Read rods and ones

Set out rods and ones. Students read the two-digit number — rods by tens, then count on the ones — including the zero-ones case.

"Count the rods by tens, then count on the ones. What is the total?"

"Seven rods and zero ones — seventy. Why not seventy-zero?"

3 Build it

Call a number. Students build it with rods and ones — saying how many rods and how many ones before they place anything.

"Build eighty-four — how many rods? How many ones? Say it first, then build."

"Build sixty — how many rods? How many ones?"

4 Non-example: counting rods as ones

Point to three rods and four ones and count "one, two, three, four, five, six, seven." Ask whether that is right.

"I counted and got seven — is a rod worth one, or ten?"

"Count it properly — rods by tens first: ten, twenty, thirty... then the ones."

MAB tens rod — build-it cards (1 of 2)

Print on A4 landscape. Cut out. Say how many rods and how many ones, then build the number with rods and ones.



27

43

50

64

38

90

71

54

36

83

60

19

MAB tens rod — build-it cards (2 of 2)

Print on A4 landscape. Cut out. Say how many rods and how many ones, then build the number with rods and ones.



45

72

68

91

40

86

33

57

80

26

49

70