

Using bundles to make tens introduction



1 Ten sticks, one bundle — both at once

Each student has a pile of icy-pole sticks and rubber bands. Count out ten sticks and band them — that is one bundle. Keep bundling until you cannot make another; leftover sticks stay loose.

“Count out ten sticks, band them — one bundle. Keep going until you cannot make another. Leftovers stay loose.”

Hold up one bundle — how many sticks? It looks like one thing, but it IS ten. Say both descriptions aloud.

“Pick up one bundle. It feels like one thing — but how many sticks? Say it: one bundle, ten sticks.”

Bundle, count and state — how many bundles, how many loose ones, how many altogether. Three bundles is thirty; four more ones is thirty-four.

“How many bundles? How many loose ones? Three bundles is thirty, and four ones — thirty-four altogether.”

Show that bundling does not change how many — take a band off and count all the sticks as ones; the total is the same. Bundling only makes it quicker to read.

“Take the band off and count them all as ones — same total. Bundling does not change how many, it just makes it quick to read.”

Trade — ten loose ones can be traded for one bundle. A bundle must be exactly ten — not nine, not eleven — or it cannot stand for ten.

“Ten loose ones trade for one bundle. A bundle has to be exactly ten — nine or eleven cannot stand for ten.”