

Regrouping tens and ones activities



1 Trade and check

Students build a number, trade one rod for ten ones, and count to confirm the total has not changed.

"Build forty-two. Trade a rod for ten ones. Count it — same total?"

"What changed? What stayed the same?"

2 Rename it two ways

Students say the same number two ways — the tidy form and a renamed form with more ones (three tens four ones / two tens fourteen ones).

"Thirty-four the tidy way? Now with more ones?"

"Are both descriptions the same number? Check."

3 From a non-canonical description

Give a description with ten or more ones — "three tens and sixteen ones." Students find the total and the tidy form.

"Three tens and sixteen ones — what is the total? What is the tidy form?"

"How many rods can you trade for? How many ones are left?"

4 Non-example: "you cannot have fourteen ones"

Claim that "two tens and fourteen ones" must be wrong because it has too many ones. Students count it and decide.

"Someone said two tens and fourteen ones cannot be right — too many ones. Count it — what is it?"

"In renaming, is more than nine ones allowed?"

Regrouping tens and ones — number cards



34

42

56

63

71

85

48

90

60

Regrouping tens and ones — renamed cards



**3 tens
16 ones**

**2 tens
14 ones**

**4 tens
12 ones**

**1 ten
18 ones**

**5 tens
13 ones**

**6 tens
11 ones**