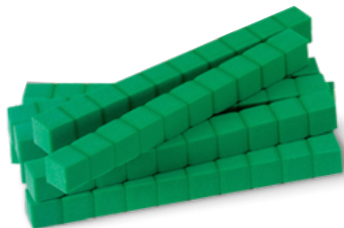


# Base Ten Blocks



Units



Rods



Flats

## Beginning with Base Ten Blocks

**Overview:** In this activity, students practice place value by representing the same digit with different Base Ten Blocks.

**Materials:** Base Ten Blocks, paper, pencil

- On the paper, have students make 3 columns labeled (left to right) “100s”, “10s”, and “1s”.
- Have students put 3 flats in the “100s” column, 6 rods in the “10s” column, and 4 units in the “1s” column.
- In each column, ask students to write how many Base Ten Blocks are in the column (300, 60, 4).
- Ask students to write how many there are all together (364).
- Repeat this with other numbers. Hint: Students can roll 3 dice to give numbers for each column.

## Too Many!

**Overview:** In this activity, students practice addition with regrouping using their Base Ten Blocks.

**Materials:** Base Ten Blocks, 2 dice, paper, pencil

- On the paper, have students make 3 columns and label them “100s”, “10s”, and “1s”.
- Ask students to roll both dice. The higher number is how many units go in the “1s” column. The lower number is how many rods go in the “10s” column. If they roll a 6 and a 2, put 6 units in the “1s” column and 2 rods in the “10s” column. What is the number?
- Ask students to roll both dice again. Add the higher number to the “1s” column as units and the lower number to the “10s” column as rods.
- If they have more than 10 units in the “1s” column, trade 10 units for a rod and put the rod in the “10s” column.
- If they have more than 10 rods in the “10s” column, trade 10 rods for a flat and put the flat in the “100s” column.
- Continue rolling and adding units and rods. After each roll, check to see if they need to trade units for rods or rods for flats. Stop when you run out of Base Ten Blocks.