

Name that Number!

Purpose

Students will use base ten blocks to identify the number of tens and ones in numbers less than 100.

Materials

For the teacher: overhead projector, overhead base ten blocks, overhead T-chart labeled “tens” and “ones,” overhead transparency of BLM *Hundred Chart*

For each student: wooden or plastic base ten blocks, T-chart labeled “tens” and “ones,” copy of Black Line Master (BLM) *Hundred Chart*

Activity

A. Introduction

1. Explain to students that they are going to be playing numbers games using blocks.
2. Use base ten blocks to demonstrate to students the different ways to make the number 24. Model the number 24 as 24 ones, one ten and 14 ones, and then two tens and four ones. Use the word *regroup* as you model the procedure.
3. Place the overhead transparency of the BLM *Hundred Chart* on the overhead projector, and color in “24.”

B. Student Activity

1. Have students use base ten blocks to show 32.
2. Help them regroup rods and units on their T-charts to show the number 32 in different ways [32 ones, one ten and 22 ones, two tens and 12 ones, three tens and two ones].
3. Have them record the different ways.
4. Have them color in the number 32 on the hundreds chart.
5. Repeat the activity with other two-digit numbers.

**connecting
across the
curriculum**



Social Studies

Give students a page from the newspaper. Have them look for and highlight two-digit numbers. Direct students to write the numbers as tens and ones.

**EXTENDING
THE
ACTIVITY**




Have students use pennies and dimes on the work mats, trading 10 pennies for one dime.


Standards Links
1.1.1, 1.1.2

Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 What is the number that names how many cubes you have here?

 How do you decide the number of tens and ones in a number?

Name: _____

Hundred Chart

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Hundred Chart

Teacher Directions

Provide students with a T-chart work mat and a copy of the BLM *Hundred Chart*. Have students use their T-chart work mats to group and trade the numbers you give them. Direct students to color each number on the hundred chart.

Answer Key

Not applicable.