

RAFT IDEAS

Topics: Addition, Subtraction, Regrouping, Place Value

Materials List

- ✓ Give and Take game board
- ✓ Games Pieces
- ✓ Dice, 1 or 2, (1 is preferred for younger students)
- ✓ Math manipulatives, tens and ones
- ✓ Optional: Containers, 2 for the game board, plus 1 per player

This activity can be used to teach:

CO Math Standard 1: Number Sense, Properties, and Operations

- Addition and Subtraction
 - Place Value
 - Problem Solving
- 21st Century Skills:
- Critical Thinking and Reasoning
 - Collaboration

Grades: PK, K, 1, 2, 3



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Give and Take A Game to Reinforce Place Value



This board game gives students practice in regrouping/ trading tens and ones.

Playing the Game (for 2 - 4 players)

1. Place the tens and ones manipulatives in two different containers on the marked spaces in the center of the board. This is the “bank”.
2. Each player chooses a game piece and places it anywhere on the path of the game board. Each player takes 25 in manipulatives (2 tens and 5 ones) and places them in his or her own container.
3. The first player throws the die (or both dice), moves his or her game piece forward the indicated number of spaces, and reads the number on the “landing” space (e.g., +5 or -3). The player then takes (or returns) that number of items from (to) the bank.
4. Play continues as players Give and Take items in turn. If needed, players “trade in” a ten to the bank to make 10 ones. If they have more than 9 ones, they should “regroup” 10 ones to make 1 ten. As the game continues, the players continuously trade or regroup their manipulatives in order to Give and Take the correct number to and from the bank.
5. If a player’s items reach 0 (zero) the player drops out of the game.
6. When the teacher announces the game is over (optional: set a time at the beginning of the game), the player with the largest number of manipulatives wins.

Choosing which tens and ones manipulatives to use

We strongly advise that young students progress step by step through the following series of tens and ones manipulatives so that the concept becomes clearly understood. As the student progresses, use more and more abstract visual manipulatives. Slow progress through these different manipulatives is important for deeper understanding of the concept. At each step, play the game many times over several weeks.

1. When students are first learning about trading tens and ones, they should use manipulatives that clearly show ten items and one item, such as strings of beads or strips of tiles. (See examples at the top of the page.)
2. Next, use a large item to represent “ten” which does not actually show ten items.



3. Next, use two items that are similar in size, but differ in color to represent the tens and ones. Using dimes and pennies will help students to make this important leap in understanding the concept.
4. Finally, represent the tens and ones with items that only differ by one attribute (e.g., shape, color, patterns). This is quite abstract for young students.



Web Resources - Visit www.raft.net/more for how-to videos and more ideas!