

6: Move Along



Number of Students

Individuals

Overview

In this activity, students move around a gameboard using their Rekenreks to determine what number (addend) will make a designated multiple of 10.

Standard

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.

Materials


For each student:

- Student 100-Bead Rekenrek
- "Move Along" Activity Sheet (page 72)
- Marker

Presenting the Activity

1. Distribute Rekenreks to students.
2. Make copies of the "Move Along" activity sheet. Distribute an activity sheet and marker to each student (or pair).

START 24 Make 50.				END 6 Make 40.
16 Make 60.				32 Make 60.
57 Make 70.				49 Make 80.
43 Make 90.				7 Make 20.
17 Make 40.				66 Make 80.
38 Make 60.	29 Make 50.	72 Make 90.	51 Make 80.	12 Make 30.



3. Say to students:

"Move Along is an addition activity, not a game. You are going to place your marker on the START space of your activity sheet.

"In the first (START) space, you see '24 Make 50.' Use your Rekenreks to make 24 first. Then figure out what you need to make 50.

"On a separate sheet of paper, write a number sentence that shows your addition.

"Then move to the next space, '16 Make 60.'

"Continue moving along the spaces until you reach the last space (END) and find the missing addend for that space."

4. Make other "Move Along" activity sheets for students to use.

⊙ Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- In observing students move beads on their Rekenreks, did they correctly show the stated number on the activity sheet? If not, what were the difficulties?
- Were students able to correctly find the missing addend that would give a sum of the stated multiple of 10? If not, what were the difficulties?
- Were students able to correctly write number sentences for each problem?

"Move Along" Activity Sheet

START 24 Make 60.				END 6 Make 40.
16 Make 60.				32 Make 60.
57 Make 70.				49 Make 80.
43 Make 90.				7 Make 20.
17 Make 40.				66 Make 80.
38 Make 60.	29 Make 50.	72 Make 90.	51 Make 80.	12 Make 30.

7: Ten More or Ten Less



i Number of Students

Entire class

◆ Overview

The teacher shows a number, and the students show on their Rekenreks either 10 more or 10 less than the number.

📄 Standard

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

🔗 Materials

For each student:

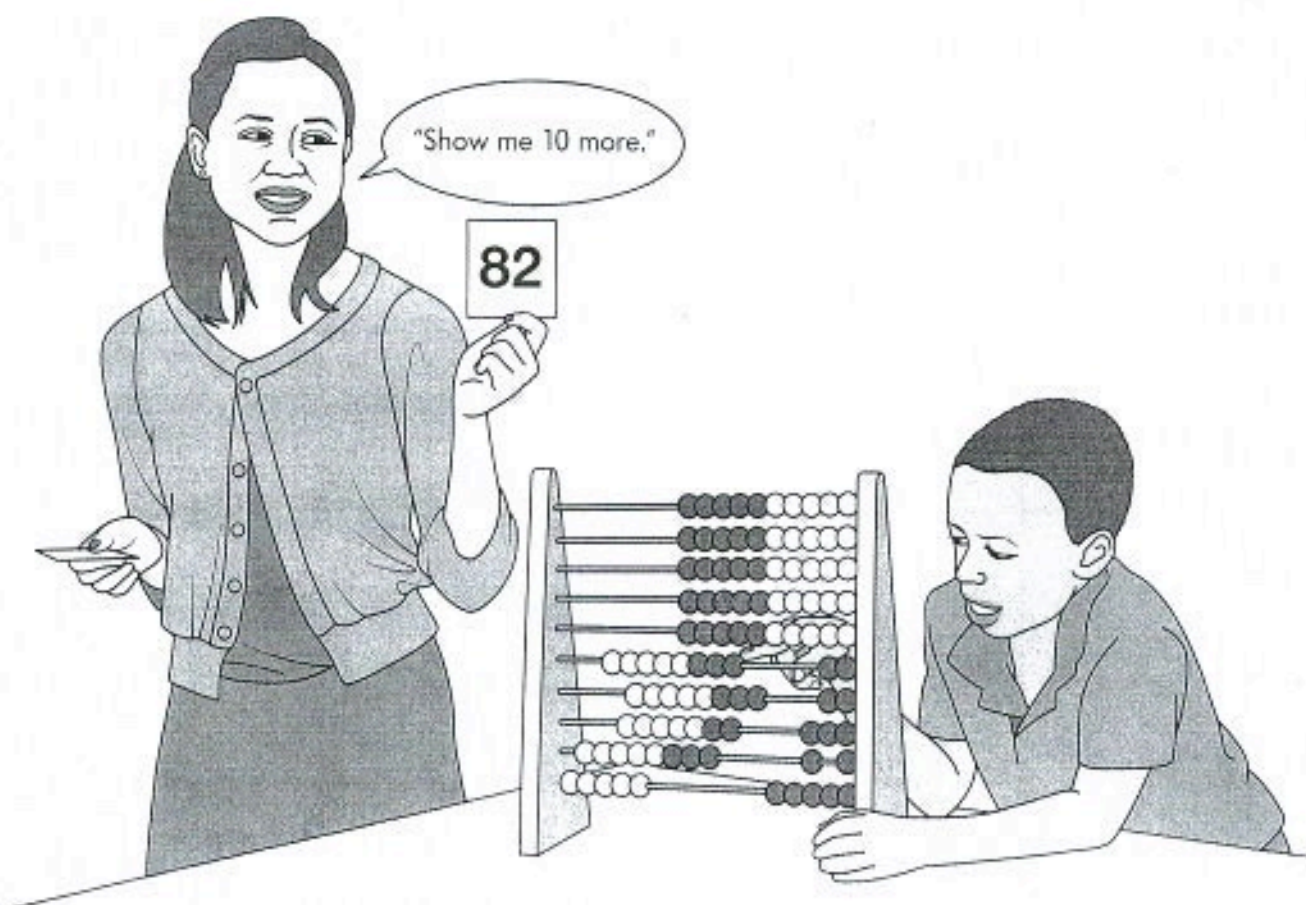
- Student 100-Bead Rekenrek

For the teacher:

- Number Cards 20–100 (pages 56–60)

👤 Presenting the Activity

1. Distribute Rekenreks to students.
2. Make a copy of the Number Cards on card stock and cut them apart to form a deck from 20 to 100.



3. Say to students:

"I'm going to show you a Number Card between 20 and 100.

"When I do, I want you to show me 10 more or 10 less than this number on your Rekenreks.

"When you finish, write a number sentence comparing the two numbers. Use the correct symbol for 'greater than' ($>$) or 'less than' ($<$). (Draw the symbols on the board.)

"For example, say I show you 46. What number is ten more than 46? (56)

"But don't say the new number out loud. Instead you will write your answer as a number sentence comparing the two numbers. What number sentence would you write for 46 and 56? ($46 < 56$ or $56 > 46$)

"When everyone has written their number sentence, I will call on one of you to say aloud what the new number is. (56)

"We will continue the same way for several different numbers.

"Be sure you move the beads to the start position before showing each number."

Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- Were students able to correctly show ten more or ten less than the number shown on the Number Card? If not, what were their difficulties?
- Were students able to correctly state the new number?
- Were students able to write a number sentence correctly comparing the two numbers?

Number Cards 1-20

1

2

3

4

5

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7

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13

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15

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17

18

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Number Cards 21-40

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Number Cards 41-60

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Number Cards 61–80

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Number Cards 81-100

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98

99

100

11: Make My Number

i Number of Students

Entire class

o Overview

The teacher gives a starting number and an ending number (each a multiple of 5 or 10) and students use their Rekenreks to determine what they need to add or subtract to the first number to make the second number.

q Standards

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90.

z Materials

For each student:

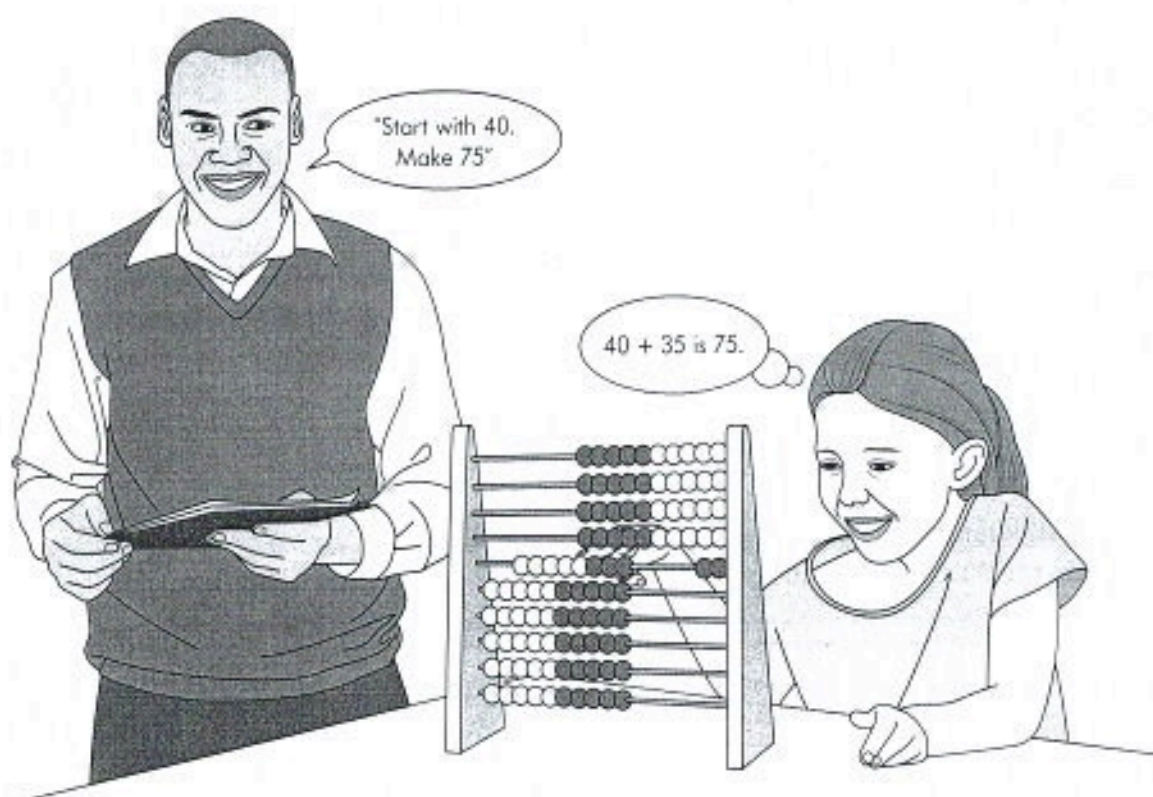
- Student 100-Bead Rekenrek

For teacher:

- “Make My Number” Addition Decks 1 and 2 (pages 78–79)
- “Make My Number” Subtraction Decks 1 and 2 (pages 80–81)

h Presenting the Activity

1. Make copies of the “Make My Number” Cards on card stock and cut them apart to form decks.
2. Distribute Rekenreks to students.



3. Say to students:

"For this activity, I am going to read a 'Make My Number' Card.

"Here is an example: 'Start with 15. Make 40.'

"Now, use your Rekenreks to figure out what number you need to add to 15 to make a sum of 40.

"When you have determined the missing number (addend or subtrahend), write a number sentence to show the addition or subtraction."

4. Read the 10 cards from Addition Deck 1 and the 10 cards from Subtraction Deck 1.
5. If desired, repeat the activity using Addition Deck 2 and Subtraction Deck 2.

② Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- Were students able to correctly solve the addition and subtraction problems on their Rekenreks? If not, what were the difficulties?
- How did students correctly determine the missing addend or subtrahend (for example, addition by counting on or subtraction by starting with the end number and subtracting the starting number)?

"Make My Number" Addition Deck 1

**Start with 35.
Make 60.**

**Start with 40.
Make 75.**

**Start with 50.
Make 80.**

**Start with 55.
Make 100.**

**Start with 60.
Make 85.**

**Start with 46.
Make 60.**

**Start with 29.
Make 70.**

**Start with 62.
Make 90.**

**Start with 78.
Make 100.**

**Start with 37.
Make 80.**

"Make My Number" Addition Deck 2

**Start with 25.
Make 80.**

**Start with 50.
Make 65.**

**Start with 40.
Make 90.**

**Start with 65.
Make 100.**

**Start with 35.
Make 75.**

**Start with 54.
Make 90.**

**Start with 39.
Make 60.**

**Start with 47.
Make 100.**

**Start with 58.
Make 80.**

**Start with 43.
Make 70.**

"Make My Number" Subtraction Deck 1

Start with 50.
Make 35.

Start with 90.
Make 45.

Start with 80.
Make 40.

Start with 100.
Make 55.

Start with 90.
Make 65.

Start with 70.
Make 36.

Start with 80.
Make 28.

Start with 80.
Make 61.

Start with 100.
Make 67.

Start with 80.
Make 42.

"Make My Number" Subtraction Deck 2

**Start with 80.
Make 15.**

**Start with 60.
Make 35.**

**Start with 90.
Make 30.**

**Start with 100.
Make 55.**

**Start with 80.
Make 25.**

**Start with 90.
Make 54.**

**Start with 60.
Make 38.**

**Start with 100.
Make 74.**

**Start with 90.
Make 58.**

**Start with 60.
Make 43.**

16: Story Problems 1



i Number of Students

Partner pairs

e Overview

Students solve addition and subtraction word problems on their Rekenreks.

q Standard

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

/ Materials

For each student:

- Student 100-Bead Rekenrek

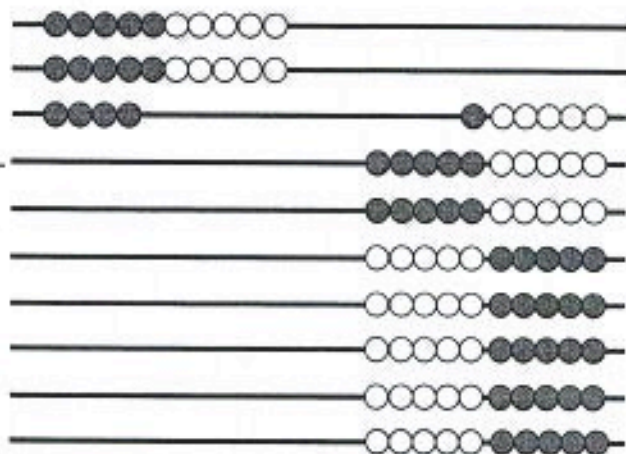
For each pair:

- "Story Problems 1" Cards (page 82)

h Presenting the Activity

1. Make a copy of the "Story Problems 1" Cards on card stock for each pair. Cut the cards apart to form decks.
2. Distribute Rekenreks to students.

Lily needs to bake 72 cookies. She has baked 24 cookies so far. How many more does she need to bake?



$$24 + ? = 72$$

3. Distribute a deck of cards to each pair.

4. Say to students:

"For this activity, you are going to take turns drawing a Story Problem Card and solving the word problem on the card. You will have to add or subtract to find the solution, depending on the problem.

"To start, you will shuffle the deck of Story Problem Cards and place it facedown so that both of you can reach it.

"When you draw a card, you will use your Rekenrek to solve the problem.

"For example, suppose you draw this card:

Sheryl had a basket with 20 apples. Matt gave her 30 more. How many apples does Sheryl have now?

"What would you do? (Add $20 + 30$.) What is your answer?
(50)

"If your partner agrees, then on your paper you would write the equation ' $20 + 30 = 50$.'

"Continue taking turns until you have each drawn three cards. There should be no cards left in the deck.

"Be sure you move the beads to the start position for each number."

5. Make additional decks of Story Problem Cards using Blank Card Template 2 (page 94) and repeat the activity.

🕒 Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- Were students able to correctly solve the problems on their Rekenreks? If not, what were the difficulties?
- Did students understand what to do in problems with an unknown addend or subtrahend?
- Were students able to write a correct number sentence to represent the problem?

"Story Problems 1" Cards

Jacob is hitting golf balls. He started with 40 balls. He has 15 more balls to hit. How many balls has Jacob already hit?

Lily needs to bake 72 cookies. She has baked 24 cookies so far. How many more does she need to bake?

Roberto has made 30 tacos for the festival. Donita has made 25 more than Roberto. How many tacos do they have together?

Elizabeth caught 25 perch. Katelyn caught 45 perch. How many more fish did Katelyn catch than Elizabeth?

Izzie had 40 carrots for her horse. Ella gave her some more. Now she has 65 carrots. How many did Ella give her?

Sophia shot her basketball 40 times. Her brother Logan shot 65 times. How many more shots did Logan take than Sophia?

Aiden delivers 91 newspapers on his paper route. Today he has already delivered 30 newspapers. How many more papers does Aiden have to deliver?

Scarlett has collected 40 baseball cards. Madison has collected 11 fewer cards than Scarlett. How many cards have the two girls collected altogether?