

## Tens and Ones Fun

**Introduction:** Place value can be a hard concept for younger students to grasp, especially when they are dealing with the differences between tens and ones. By participating in this activity, students will gain practice in developing models of tens and ones while on the playground. Once the students get a chance to arrange and observe “tens” and “ones,” their understanding of the concept will help them master the objective.

**Grade Level and Subject:** 1st Grade Math and P.E.

**TEKS:** Math – 1A, 1B  
P.E. – 1A, 1C, 3A, 3C, 7A, 7B

**Materials:** At least 50-60 cardboard boxes

**Activity:** After practicing the place value of tens and ones with manipulatives in the classroom, students will be ready to enjoy this outdoor activity.

The teacher should begin by dividing the students into groups of 4-5 students per group. He or she will take the students and the boxes to the concrete portion of the playground. The students will be placed in their groups and given at least 10-19 boxes, depending on the number of groups and amount of boxes.

Each group will stand together around the boxes. The teacher will position himself or herself where he or she can be heard by all students.

The teacher will call out a number between 0-19. The students will pick up the cardboard boxes and arrange them by groups of tens and ones. For example, if the teacher calls out 12, the students should have a line of cardboard boxes representing a “ten” and two boxes to the side representing the “ones.” “Tens” should always be made by lining up 10 cardboard boxes in a row and stacked up against each other so that the arranged boxes look like a long rectangle. The “ones” should be placed to the side of the “ten,” but in no particular order. If the teacher calls out a number such as 5, the students will simply place 5 boxes in the “ones” area. There will be no “tens” because the number 5 does not have a “ten” place value. Once all of the groups have the correct arrangement, the teacher will direct them to participate in some type of fun locomotive skill. For example, after all of the groups have made 12 with 1 “ten” and 2 “ones,” the teacher can direct the students to hop 12 times, or skip around the slide 12 times, or complete 12 jumping jacks, etc.

**Evaluation:** The teacher will want to ensure that the students are arranging the boxes in the correct place value placement. Additional instruction should be given to any student who is unsure of the correct place value placement of the boxes.



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