

COLLECTING “TENS”

2.2-A2

Objective 2.2-A: Understand the relationship between \$1 bills and \$10 bills.

Sub-Objective: Trade ten \$1 bills for one \$10 bill.

Type of Lesson: Reinforcement

Instructional Method: Game (no more than four players)

Description: Students collect tens in blocks and dollars by packing blocks and trading bills.

Materials: 1-blocks, small holders, play money (\$1 bills and \$10 bills), Activity Sheet 16 (2 pages)

Procedure

The object of this game is to collect the most “tens.” There are two types of “tens” — blocks-of-10 and \$10 bills. Set a time limit for the game (no less than 20 minutes). When time is up, players count their “tens.” The player with the most “tens” wins.

1. Have a collection of 1-blocks and small holders available on the table along with a collection of play \$1 bills and \$10 bills. Cut out the cards from the two activity sheets. Shuffle them together and place them, face down, between the players.
2. Player 1 picks the top card from the stock. Depending on whether the card is a block card or a bill card, she counts out the specified number of 1-blocks or \$1 bills from the collection, places them at her place, and discards her card. Other players take their first turns, doing the same thing.
3. Players continue taking turns, picking top cards, and collecting 1-blocks and \$1 bills. When a player’s collection of 1-blocks reaches ten, she packs the blocks into a block-of-10. When her collection of \$1 bills reaches ten, she trades the bills for a \$10 bill. Players are expected to make “tens” as soon as they occur rather than waiting until many “ones” have accumulated.
4. Play continues until the time limit is reached. (If the stock is used up before the end of the game, reshuffle the cards and form a new stock.) At the end of the game, players count their “tens” to determine the winner.

Evidence of Learning: The student readily trades ten \$1 bills for one \$10 bill.