Scoop & Group
Scoop & Group & Some More

1.NBT

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones.
   Understand the following as special cases:
   - a. 10 can be thought of as a bundle of ten ones — called a "ten."
   - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Use place value understanding and properties of operations to add and subtract.

4. 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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

2.NBT

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Level 1:

The student uses Unifix Cubes or Snap Cubes. He/she scoops a container full of cubes, builds as many tens as possible and records tens and leftovers. At this level it is important for students to build their own tens to develop a full understanding of tens and ones.

Beans could also be used. The groups of 10 could be placed in "portions cups." (found at fast food restaurants to hold catchup and other condiments) Make sure the container being use to scoop holds an appropriate quantity (between 20 and 100).

Materials:

Unifix or Snap Cubes

or

Base Ten Blocks

Beans and cups

ten beans   leftovers (ones)

Place value boards

tens	ones
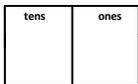
Containers or scoops
(coffee scoops, yogurt cups, etc.)
Recording Sheets

Level 2:

Play as in Level 1 but use the Scoop & Record & Some More recording sheet. Now student thinks about how many it would be if they added 10, 9, 19, & 20 more.

Level 3:

Play as in Level 1 but use base ten blocks. It is important to make sure students fully understand that a ten stick represents a group of ten before moving from cubes to base ten blocks.
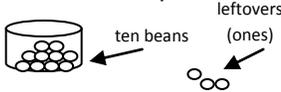
Level 4:

Play as in Level 2 but use base ten blocks. It is important to make sure students fully understand that a ten stick represents a group of ten before moving from cubes to base ten blocks.

Scoop and Group

Use a container to scoop up some cubes or beans.

Group them into tens and ones and find out how much the scoop is worth.

Tens	Ones	Total
4	14	54

Name_____Date_____

Scoop & Group & Some More

Use a container to scoop up cubes, base ten blocks, or beans. Group them into tens and ones and find out how much the scoop is worth. Then add the given quantities.

Tens	Ones	Total	+10	+9	+19	+20
3	5	35	45	44	54	55

ones

tens