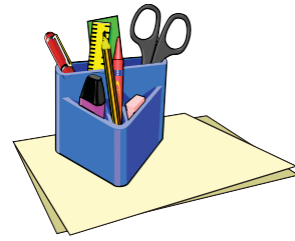


Activity

3



OBJECTIVE

To understand tens and ones

MATERIAL REQUIRED

Straws, rubber band, scissors, die, paper, pencil

METHOD OF CONSTRUCTION

1. Take some straws, say 200. They can be used straws also.
2. Cut them into small equal parts (say 6 cm.) [Fig. 1].

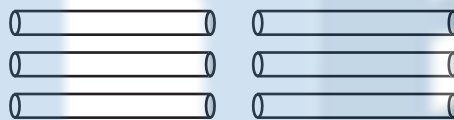


Fig. 1

DEMONSTRATION

1. Class may be divided into groups each of say 4 children.
2. In one of the groups a child will throw a die and pick up the straws corresponding to the number appearing on the die.
3. The other child of the group will then throw the die and pick up the straws by counting them according to the number on the die.
4. Repeat this activity for all the children in the group.
5. When the number of straws picked are more than 10, then the students will make bundles of 10 using rubber band. Each child in the group

will make her bundles and keep the loose straws separately. Each one will count the bundles and the loose straws and keep a record of it.

- The students in the group will count and find who got the maximum number of straws. The same activity will be performed in the other groups.

OBSERVATION

Group	Name of student	Number of bundles	Number of loose straws	Total Number of straws
I	1	—	—	—
	2	—	—	—
	3	—	—	—
	4	—	—	—
	⋮	⋮	⋮	⋮
	⋮	⋮	⋮	⋮

APPLICATION

- This activity can be used to understand the idea of tens and ones.
- This activity may be extended to explain the meaning of hundreds, tens and ones also, depending on the number of straws.

