Really Good Stuff® Activity Guide

Regrouping Mats and Manipulatives Kit

Congratulations on your purchase of this Really Good Stuff® **Regrouping Mats and Manipulatives Kit**—an interactive way to teach and reinforce the concept of regrouping while adding and subtracting.

This Really Good Stuff® product includes:
• 4 Regrouping Mats, Write Again® wipe-off laminate
• 216 Manipulative Chips (72 each of ones, tens, and hundreds)
• This Really Good Stuff® Activity Guide

Introducing the Regrouping Mats and Manipulatives Kit
Before introducing the **Regrouping Mats and Manipulatives Kit**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com.

Explain to students that you will be using the **Regrouping Mats and Manipulatives Kit** to help them learn how to add large numbers. Point out how the Mats and Chips are color coordinated: the Ones Chips are purple, the Tens Chips are orange, and the Hundreds Chips are green. Remind students that 10 purple Ones is the same as 1 orange Ten, and that 10 orange Tens is the same as 1 green Hundred. Point out that the Chips can be regrouped using this method.

Addition
Indicate that students will be adding large numbers. Tell each student to use a dry erase marker to place a plus sign in the math problem template on the top left-hand side of the Mat. Ask them to write the number 147 in the first row of boxes of the math problem template. Ask students to identify which number is in the ones place. Instruct students to place 7 Ones Chips in the ones section of the Mat. Ask which number is in the tens place and have students place 4 Tens Chips in the tens section of the Mat. Do the same with the hundreds column. Using a dry erase marker, have students write the number 465 on the second row of boxes of the math problem. Do the same as above, having students place the correct number of Chips in the appropriate sections.

Review with students that when they add, they are to start at the ones place, and on the Mat they always start with the purple column. Ask what 7 + 5 equals. Count all the Ones Chips to determine the answer. Explain that in each column the highest number that can be placed is a 9. Tell students, that since the answer is a two-digit number, and only one digit can fit in the box, they need to regroup. Have each student count out 10 Ones Chips and regroup them into 1 Tens Chip, being sure to place the Tens Chip in the correct section and leave the remaining 2 Ones Chips in the ones section. Have students count how many Ones Chips they have and record the answer and the regrouping in the problem template. Ask students to count how many Tens Chips they have. Instruct them to take out 10 Tens Chips and regroup them into 1 Hundred Chip. Ask students to count how many tens they have and record it in the problem template. Do the same with the hundreds, having them count to determine that they have 6 Hundreds Chips. Have them read the answer to the problem aloud. Continue like this to practice using the Mats and Chips to solve several problems.

Subtraction
Indicate that students will be subtracting large numbers. Tell each student to use a dry erase marker to place a subtraction sign in the math problem template on the top left-hand side of the Mat. Ask them to write the number 83 in the first row of boxes of the problem template. Instruct students to place 3 Ones Chips and 8 Tens Chips in the correct sections on the Mat. Have students write the number 15 in the second row of boxes. Remind students that when they are subtracting they are to start at the ones place, and on the Mat they always start with the purple column. Work with students to recognize that they cannot take 5 away from 3 and ask them to brainstorm how to solve the problem. Point out that they can borrow one of the tens from the tens place. Ask what will be left in the tens place if they take 1 Tens Chip away. Have students use the dry erase marker to cross out the 8 and write a 7 to show the new number in the tens place on the problem template. Direct students to remove 1 Tens Chip and add 10 Ones Chips to the ones section. Point out to students that there are now 13 Ones Chips and 7 Tens Chips. Have students cross out the 3 and write a 13 above it on the problem template. Ask students if they can take 5 away from 13 and have them take away the 5 Chips. Have them count the remaining Ones Chips and write an 8 in the ones box in the problem template. Now have them find the difference between 7 and 1 by removing 1 Tens Chip and write the answer 6 in the tens box in the problem template. After students read the answer aloud, count the Chips together to make sure the correct number is represented. Review with students how they borrowed and regrouped the numbers to be able to subtract a bigger number from a smaller number. Continue like this to practice using the Mats and Chips to solve several problems.

Regrouping Roll
Place the Mats and Chips in a center along with one die and one dry erase marker. Instruct students to roll the die six times to come up with six numbers—one for each box in the problem template. (For example, if a student rolls a 4, 3, 6, 2, 1, 2, they would write 436 in the top boxes and 212 on the bottom set of boxes in the problem template.) Tell students whether they are to practice adding or subtracting. Have students use the Chips to solve the problem. Indicate that students are to practice at least six problems and record their problems and answers on a separate piece of paper or in a journal.

Variation: To simplify for students, instruct them to only roll the die four times to come up with two-digit numbers to add or subtract.

Food Shopping
Copy and cut apart the Food Shopping Record Reproducible and the Grocery Item Reproducible. Place the Mats and Chips in a center along with one dry erase marker and the reproducibles. Tell students that they are to use the Mats and Chips to figure out how much money they spend at the grocery store. Instruct students that because they are trying to determine how much they spent, they will be adding. Have each student pick two food cards. Ask them to use the dry erase marker to record the prices in the problem template on the Mat, reminding students to place the decimal point in the correct spot. Instruct them to use the Chips and the Mat to determine how much money they spent at the store. Have them write their answers on the record reproducible.

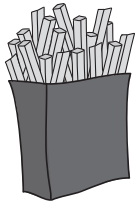All activity guides can be found online:
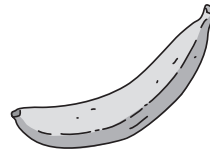

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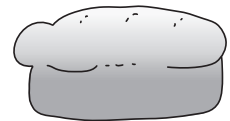✂ *Grocery Item Reproducible*

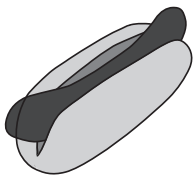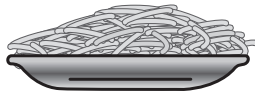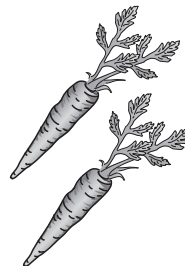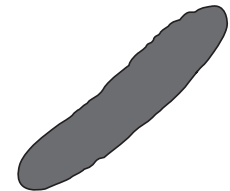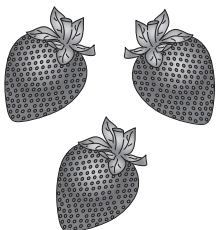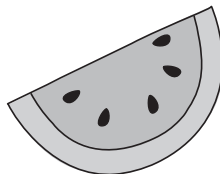|				
french fries $1.55	hamburger $2.45	apple $1.15	banana $0.75	bread $2.56
hot dog $2.68	chips $0.95	pasta $1.69	carrots $3.58	cucumber $1.90
strawberries $1.47	grapes $3.78	watermelon $5.19	ice cream $3.73	tomatoes $2.66