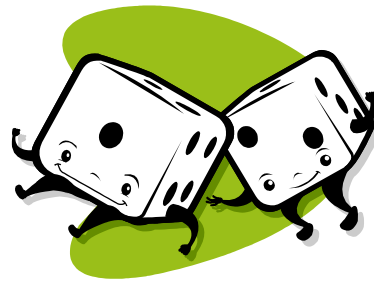


Roll for One



- Objective of Game: Be the first player to model the addition of tenths and hundredths to make **one unit whole**.
- Math Concepts: Model tenths and hundredths.
Read and write decimal numbers.
Add tenths and hundredths.
Understand one unit whole.
- Vocabulary: one unit whole, tenths, decimal number, hundredths, addend, sum
- Number of Players: 2
- Materials: 1-6 Number Cube
Roll for One Grids
Roll for One Accountability Sheets
Roll for One Script Card
- Background Teaching:
1. CONCRETE/MANIPULATIVES: Make one flat equal to **one unit whole**.
Use Base 10 pieces to show that ten units is equal to a tenth rod and ten tenth rods are equal to a flat.
 2. PICTORIAL: Use a 10 x 10 grid to show that ten hundredths is equal to a tenth and ten tenths is equal to a **one unit whole**.
 3. ABSTRACT: Write and solve addition problems with decimals using tenths and hundredths.

Directions:

1. Player 1 rolls the number cube. Player 1 then decides and states out loud whether he/she will take that number in tenths or hundredths. After making the decision, Player 1 shades in the amount equivalent to their choice on his/her grid. Player 1 also records the numerical representation on his/her accountability sheet, keeping a running total.

2. Players alternate turns in the same manner as above. The goal is to have **one unit whole** shaded in without going over. If a roll would force a player to go over **one unit whole**, the player forfeits that turn.
3. Before each toss, players must state the total they have collected so far (shaded area) and how much more is needed to get to **one unit whole** (unshaded area). (Example: I have forty-five hundredths. I need fifty-five hundredths.)

Differentiation:

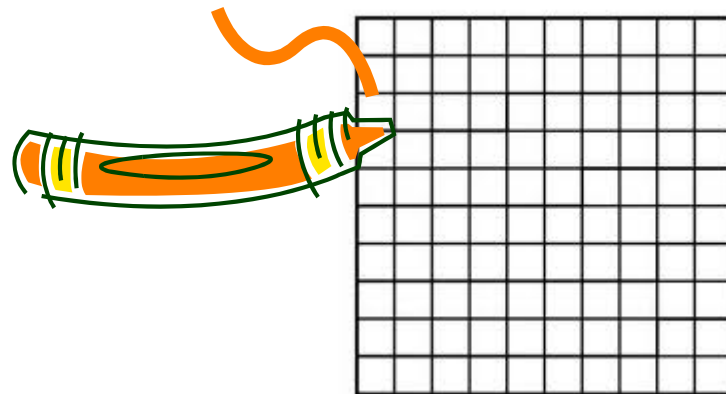
1. **FURTHER MODELING:** Model with money. Pennies are one hundredth of a dollar because it takes one hundred pennies to equal a dollar. Ten pennies are equal to one dime and dimes are one tenth of a dollar.
2. **EXTENSION:** Make one unit whole equivalent to two 10 x 10 grids. Use a 4-9 number cube to make **one unit whole**.
3. **VARIATION:** Change to game to Roll for Zero. Start with **one unit whole** and subtract the value of the number cube roll from one until player gets to zero. Instead of shading this on a 10 x 10 grid, have students start with a Base 10 flat and trade/remove pieces based on numbers rolled.

Assessment:

1. Look for accuracy on Accountability Sheet.
2. Listen for accurate use of vocabulary while students are playing the game.

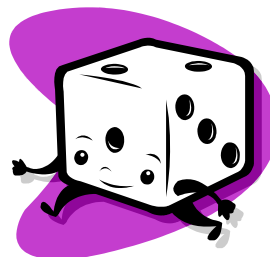
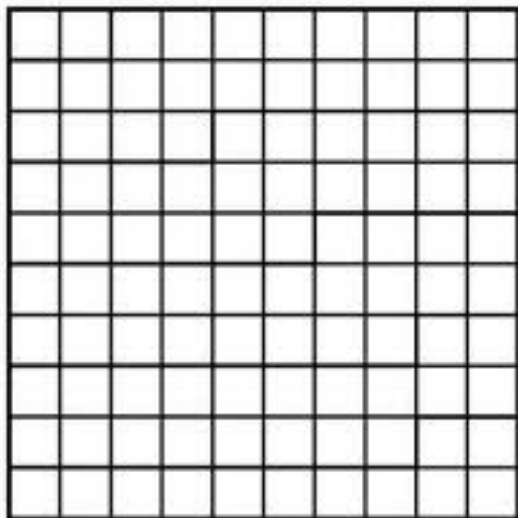
I have _____.

I need _____ to complete one
unit whole.



Name _____

Roll for One



Round Number	Tenths	Hundredths	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			