

2. Introducing Full Cars (Tens) and Blocks Leftover (Ones)

- ONE-TO-ONE CORRESPONDENCE
- COUNT BY ONES TO TEENS
- INTRODUCE PLACE VALUE
- WRITE THE NUMBER

STUDENT NEEDS:
20 single blocks
small holders
worksheets

 15 minutes

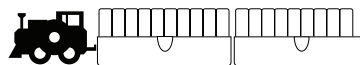
HELPFUL HINTS:
Slide counting is counting the blocks while sliding the blocks one-by-one off of the worksheet.

When a child slide counts to (for example) 19 and questions how to write it, ask him to make the train and then prompt with, “How many full cars?” (1), “So write 1 first.” “How many leftover?” (9) “So 9 comes last.”

The concept of **full cars** is used for Digi trains until students transition to identifying the full cars as “tens.”

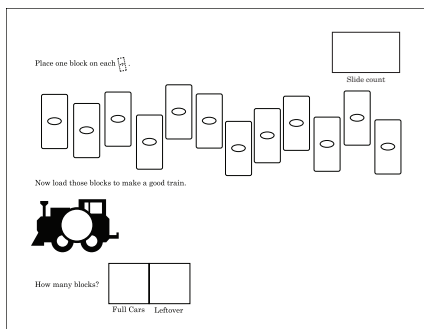
GROUP ACTIVITY:

1. Build several good trains for the students to see.
2. Ask the students to describe the trains, encouraging the concept of **full cars** (the number of train cars that are “full” with 10 blocks) and **blocks leftover** (the number of single blocks in the last train car - this will be zero when the last car is full).

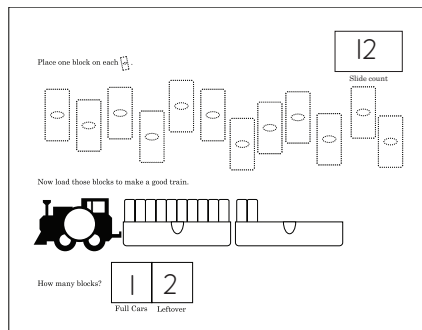


Example: 1 full car & 9 leftover blocks


3. Write the number for each train.
4. Point out the connection to the students:
 - The number of full cars is the first digit of a two-digit number (the tens place)
 - The number of leftover blocks, the blocks that do not make up a full car, is the last digit (the ones place)
5. Explain the worksheets. Demonstrate how to put one block on each block outline. Demonstrate how to **slide count**. (Slide blocks off of the worksheet, one at a time, counting each block as you go along.)

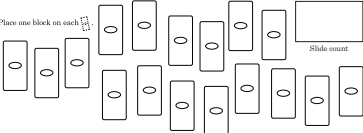


Students place one block on each outline on worksheet.




Students place 2 holders behind the engine on their worksheet and load their blocks to make a good train. Students write the number.

Place one block on each . Slide count




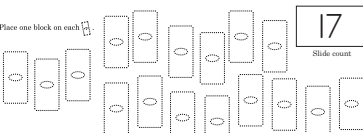
Now load those blocks to make a good train.




How many blocks?

Full Cars	Leftover
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Place one block on each . Slide count




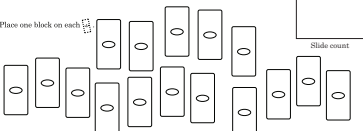
Now load those blocks to make a good train.




How many blocks?

Full Cars	Leftover
1	7

Place one block on each . Slide count




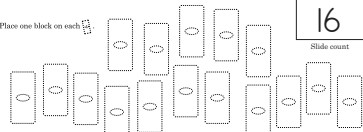
Now load those blocks to make a good train.




How many blocks?

Full Cars	Leftover
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Place one block on each . Slide count



Now load those blocks to make a good train.



How many blocks?

Full Cars	Leftover
1	6

INDEPENDENT WORK:

1. Students place one block on each outline on worksheet.
2. Students clear any extra blocks from their workspace.
3. Students **slide count** the blocks one-by-one off of their worksheet and record the count in the box provided.
4. Students load the blocks into holders behind the engine to make a good train.
5. Students count the blocks on their train and write the quantity on their worksheet as the number of full cars and the number of leftover blocks.

Assessment:

DOES THE STUDENT:

- place the blocks with one-to-one correspondence
- slide count correctly
- count the number of blocks correctly
- write the correct corresponding number

Differentiation:

REINFORCEMENT:

- Students count the blocks in their train out loud.
- Students place blocks on a number line to help them find the correct corresponding number.
- Use locomotive cut-outs to make trains more concrete.

EXTENSION:

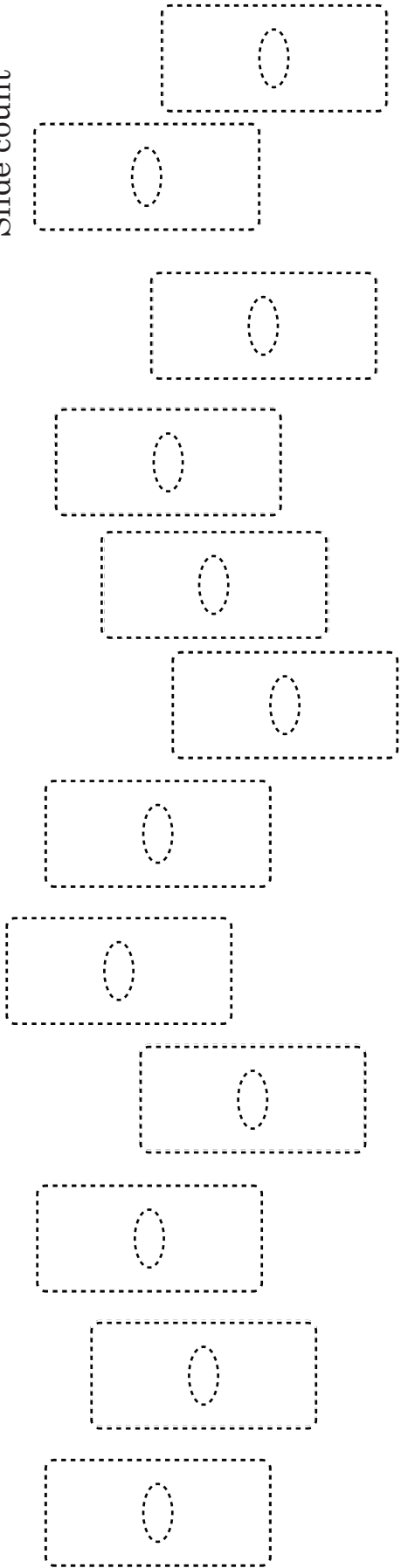
- Without using blocks, ask student to count the outlines of the blocks at the top of the page.

Name: _____

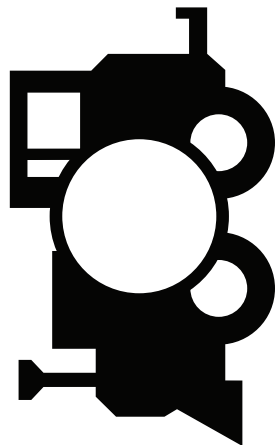
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Place one block on each .

Slide count



Now load those blocks to make a good train.



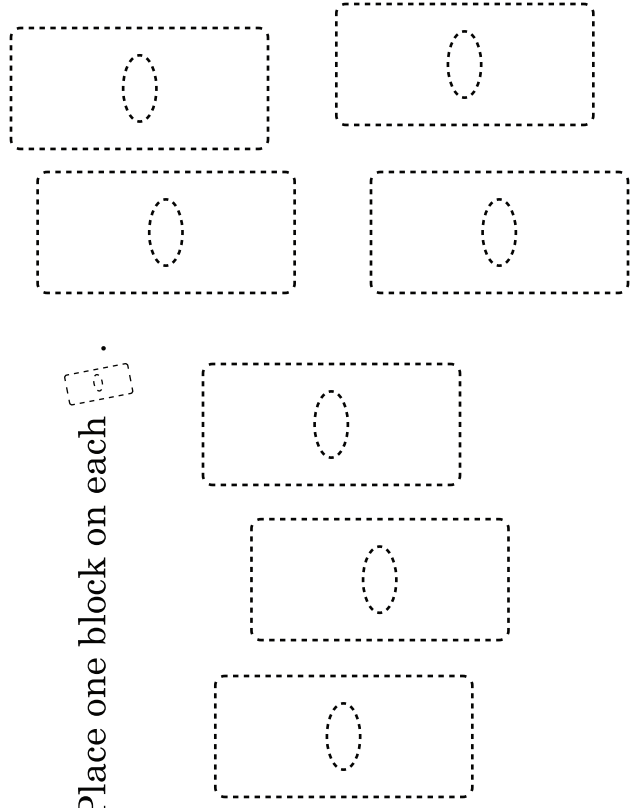
How many blocks?

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Full Cars Leftover

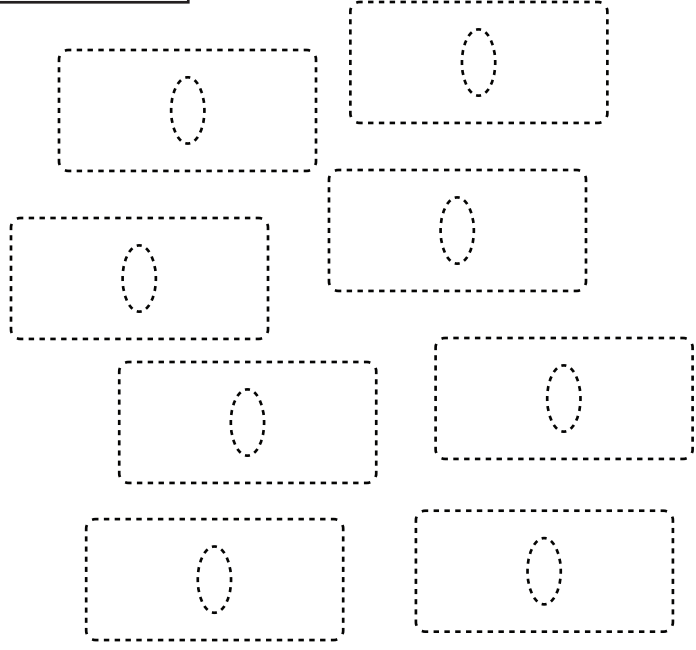
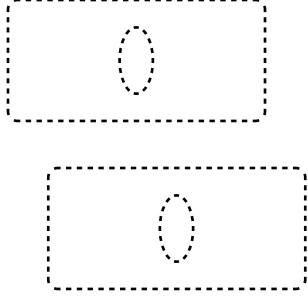
Name: _____

Place one block on each .

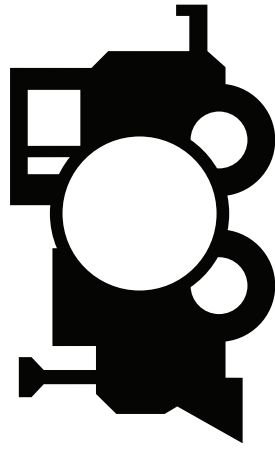


Slide count

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Now load those blocks to make a good train.



How many blocks?

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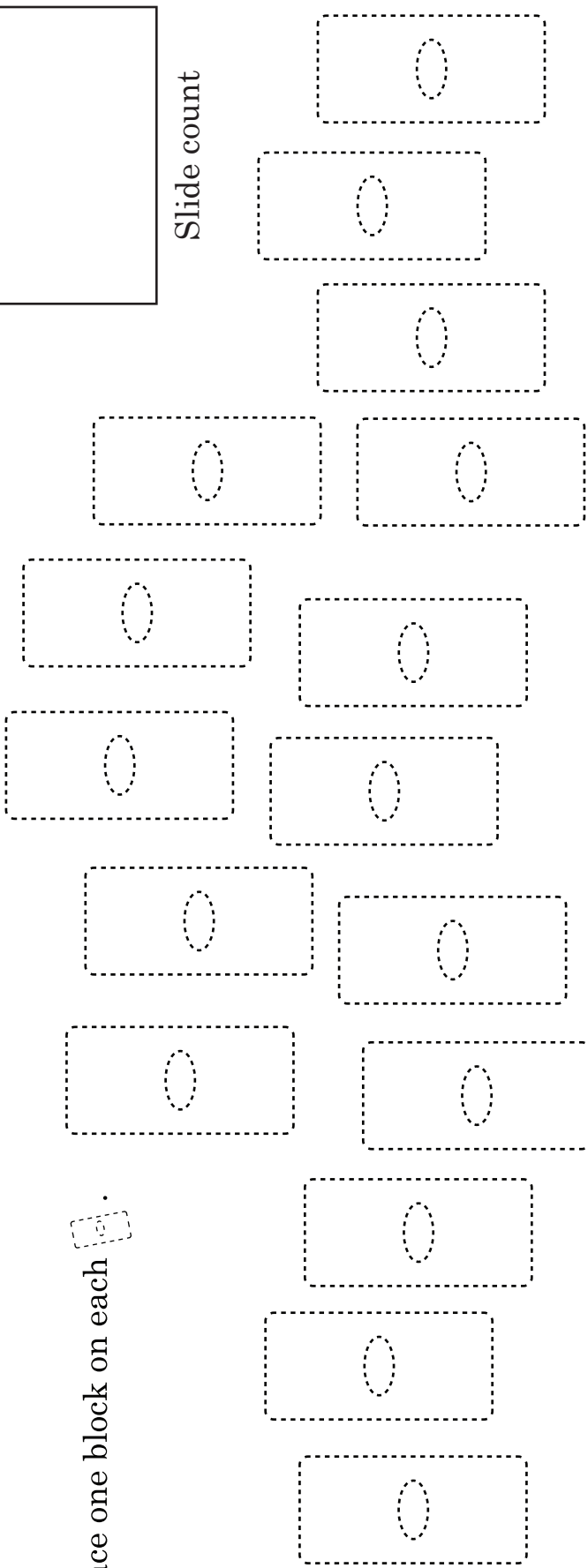
Full Cars Leftover

Name: _____

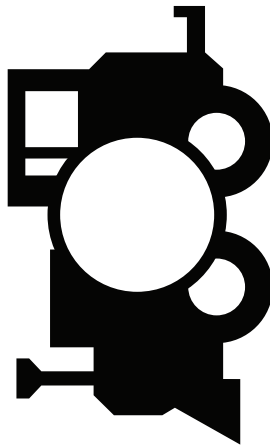
Place one block on each .

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Slide count



Now load those blocks to make a good train.



How many blocks?

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Full Cars Leftover