

# 5. All Aboard!

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

**STUDENT NEEDS:**

20 single blocks  
2 small holders  
worksheets

 15 minutes

**HELPFUL HINTS:**

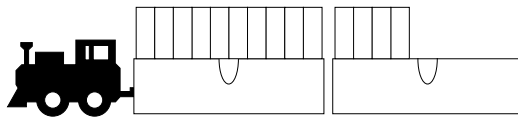
When a child slide counts to (for example) 19 and questions how to write it, ask him to make the train and then prompt with, “How many full cars?” (1), “So write 1 first.” “How many leftover?” (9) “So 9 comes last.”

**PROMPTING QUESTION:**

“What is the rule for good trains?”

**GROUP ACTIVITY:**

1. Review the rule for making good trains. (No space until the end or all blocks loaded as close to engine as possible, train goes from left to right)
2. Show an example of a good train.




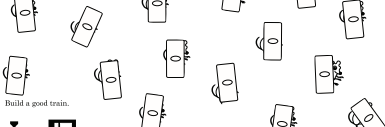
Build an example of a good train.

3. Model an example of the following individual student activity.


**INDEPENDENT WORK:**

1. Students place one block on each object.
2. Students slide the blocks off one by one to practice counting.
3. Students record the slide count in the box provided.
4. Students place the blocks in holders to make a good train.
5. Students count the blocks on their train and write the number as “full cars” and “leftover”.
6. Students compare their slide count to the number they write from the train.

Put one block on each 




Build a good train.

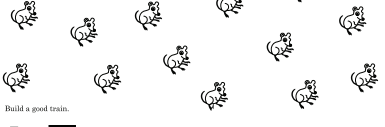


Write how many.


Full Cars	Leftover

slide count

Put one block on each 

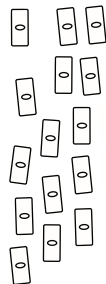



Build a good train.

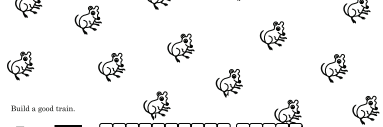


Write how many.


Full Cars	Leftover



Put one block on each 




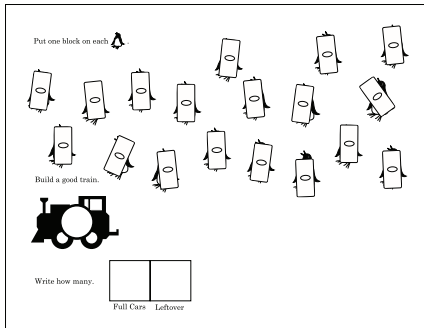
Build a good train.



Write how many.

1	5
Full Cars	Leftover

Put one block on each 




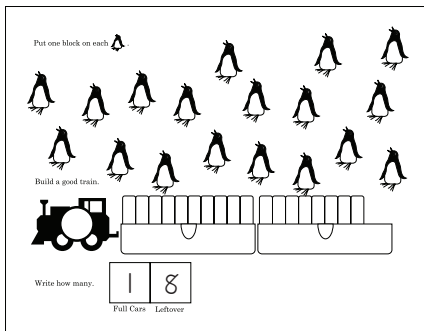
Build a good train.

Write how many: 

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Full Cars    Leftover

Put one block on each 



Build a good train.

Write how many: 

1	8
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Full Cars    Leftover

### Assessment:

#### DOES THE STUDENT:

- place one block on each graphic (one-to-one correspondence)
- build good trains
- count the number of blocks accurately
- write the correct number


### Differentiation:

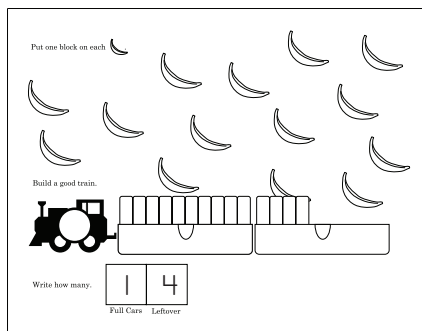
#### REINFORCEMENT:

- In addition to the worksheets provided, have a variety of sheets with varying numbers of objects, so that students can work on the same activity but suited to their readiness or ability.

#### EXTENSION:

- Students can prepare activity sheets for others by drawing or stamping or using stickers to make a page of objects to count.
- Ask student to write the three numbers in order from least to greatest.
- Student draws one or more of the good trains from the worksheet.

Put one block on each 




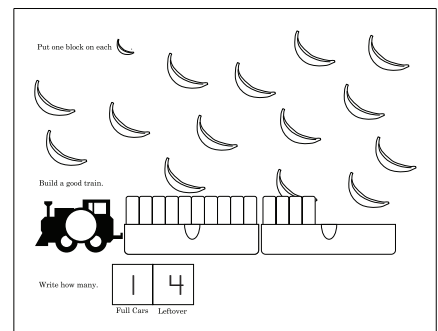
Build a good train.

Write how many: 

1	4
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Full Cars    Leftover

Put one block on each 



Build a good train.

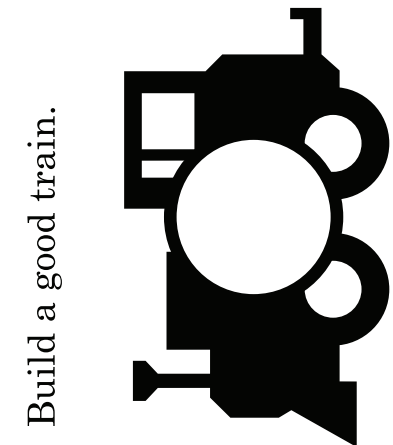
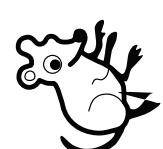
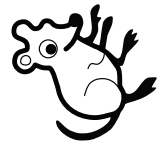
Write how many: 

1	4
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Full Cars    Leftover

Name: \_\_\_\_\_

Put one block on each .



Build a good train.

Write how many.

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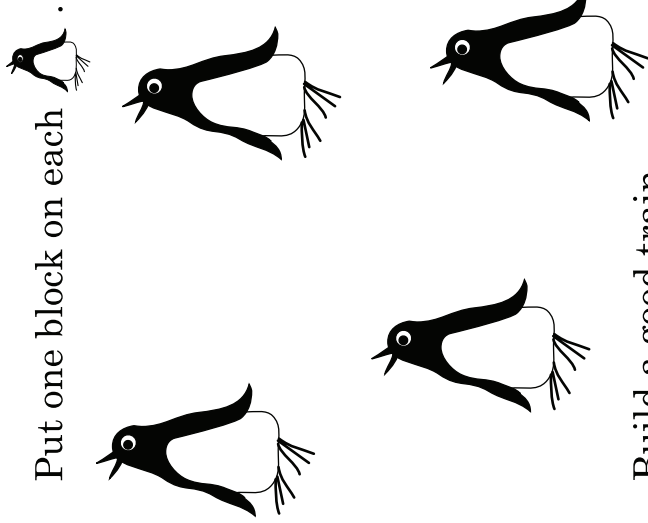
Full Cars   Leftover

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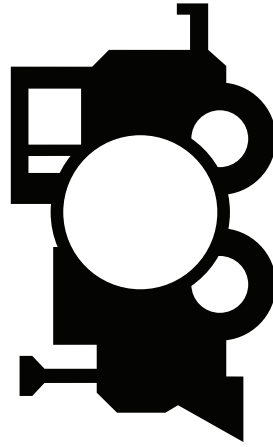
slide count

Name: \_\_\_\_\_

Put one block on each .



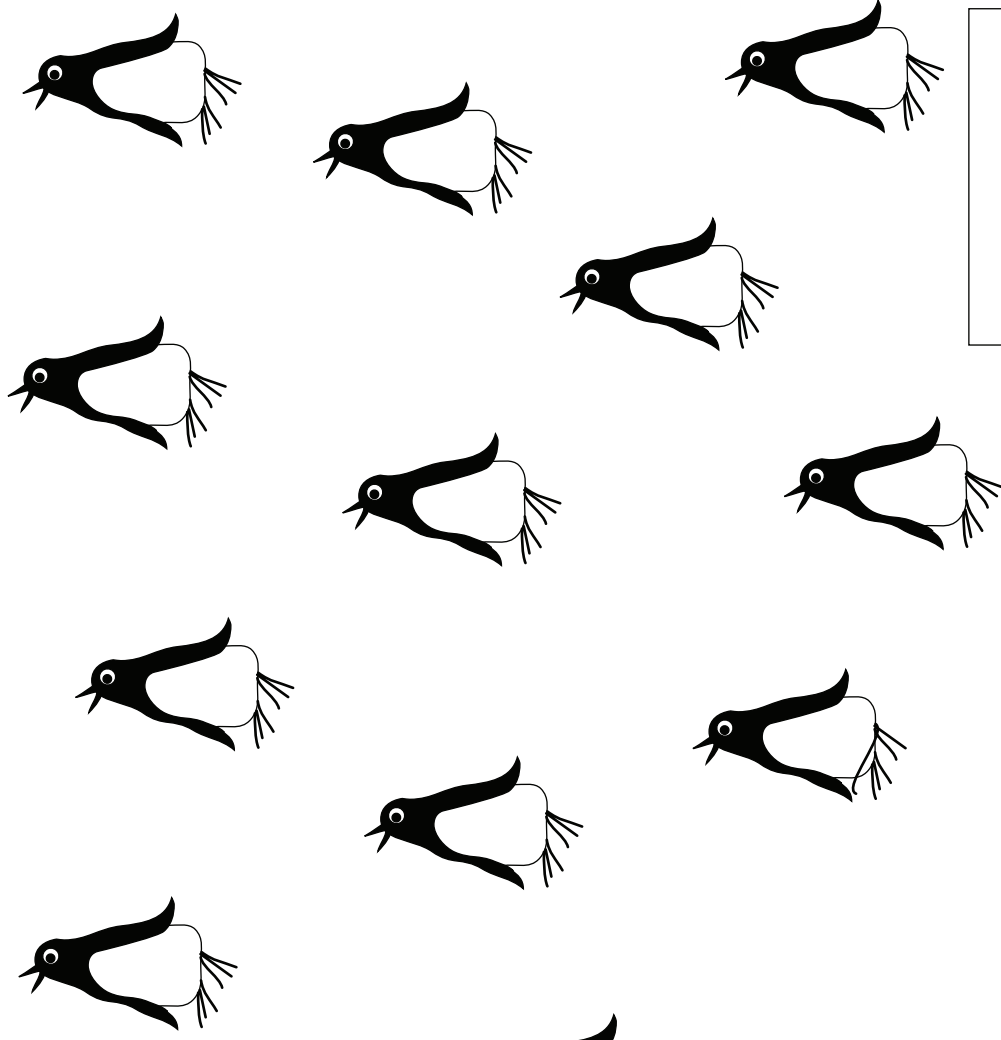
Build a good train.



Write how many.

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Full Cars    Leftover

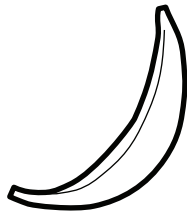
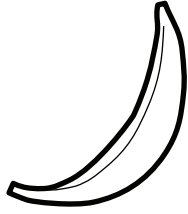
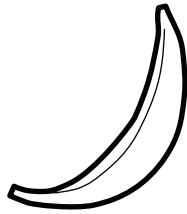


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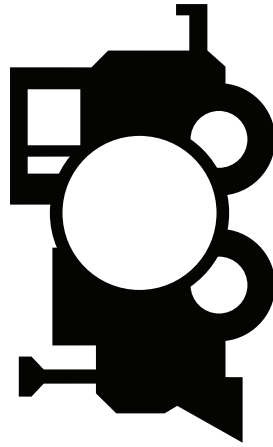
slide count

Name: \_\_\_\_\_

Put one block on each



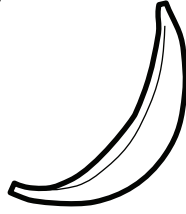
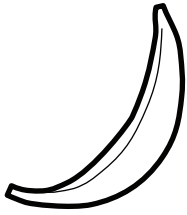
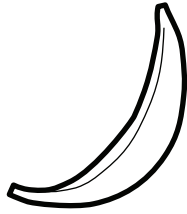
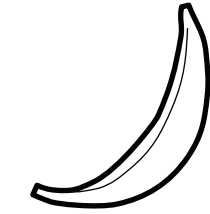
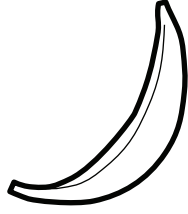
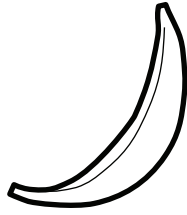
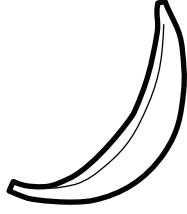
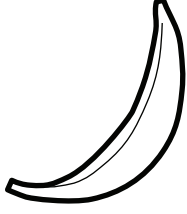
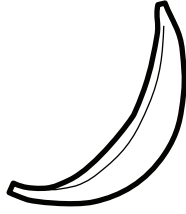
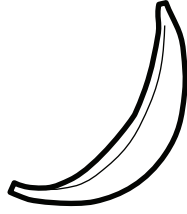
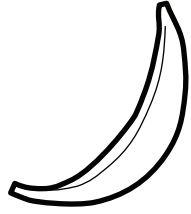
Build a good train.



Write how many.

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Full Cars   Leftover



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slide count