


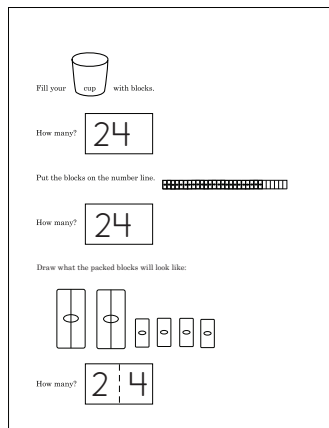
31. Cup to Number Line to Packed

- COUNT BY ONES TO 30
- PREDICT THE BASE TEN REPRESENTATION OF A NUMBER
- COMPARE MULTIPLE REPRESENTATIONS OF A NUMBER

STUDENT NEEDS:

20-30 blocks
small cup
number line (paper or plastic)
worksheet

 20 minutes



GROUP ACTIVITY:

1. Demonstrate how to complete the worksheet.

INDEPENDENT WORK:

1. Each student fills a cup with blocks and takes it to her seat.
2. Students count the loose blocks in their cups, while removing them one by one.
3. Students write the number on their worksheet.
4. Students place their blocks on a number line and determine the number.
5. Students write the number on their worksheet.
6. Students verify that their two numbers are the same. If not, students begin the worksheet again.
7. Students predict what the blocks would look like if they were packed as much as possible.
8. Students draw their predictions on their worksheets.
9. Students pack their blocks and verify that they look the same as their drawings. If not, students adjust their drawings accordingly.

Assessment:

DOES THE STUDENT:

- count the blocks correctly
- place blocks on a number line and read the number correctly
- draw the packed blocks correctly

Differentiation:

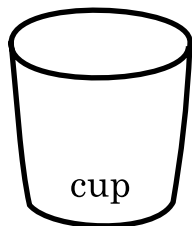
REINFORCEMENT:

- Encourage students to make a train to help them count the blocks before placing them on a number line.
- Allow students to pack their blocks before drawing what they look like.

EXTENSION:

- Skip the second step (number line); after students have counted their blocks, ask them to draw what they would look like packed. Then, have them check their work by packing the blocks. Ask students to point to that number on the number line.

Name: _____



Fill your cup with blocks.

How many?



Put the blocks on the number line.



How many?



Draw what the packed blocks will look like:

How many?

