

# First to 50!

Grade 1

Lesson 106

## Topic Overview

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Students count and place single blocks (up to 50) on a game board. They pack and move blocks-of-10 as needed to represent the total number of blocks on the board in digits. By packing blocks-of-10 children can use digit cards to represent the total number.

## Objectives

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**Thinking Skills:** Students use counting skills and number recognition to know how many blocks to add to the game board. They make connections between packed blocks, number words, and digits.

**Mastery Skills:** Students learn when to pack a block-of-10 and where to move the packed block.

## Materials

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Each pair, or small group of students needs:

- "First to 50!" game board: one per student
- Die (#1 - 6)
- Tub of single blocks
- Small holders: 10 per student
- "First to 50!" recording sheet, optional (These need to be cut along the dotted lines to make three tables per page.)

### Class Demonstration

(10 minutes)

Play a round of the game with a student volunteer to clarify directions and answer questions. Set up the game board by placing a small open holder on the holder outline on the game board. Take turns with the following:

- Roll the die. The number shows how many singles to place in the holder on the game board.
- If the holder gets filled, cover it to make a block-of-10 and place it on a block-of-10 outline. Place remaining singles in a new open holder.

The first player to reach exactly 50 (5 blocks-of-10) is the winner. If a player rolls a number that makes more than 50, skip a turn and keep trying until the exact number needed is rolled.

Optional: As students are playing, they can record the "growing" number of blocks-of-10 and ones they have on the "First to 50!" recording sheet. Cut the activity sheet along the dotted lines to make three tables per page.

### Student Activity

(10-15 minutes)

Provide pairs or small groups of students with materials and have them play a few rounds of the game.

- As students are working, encourage them to name the quantity of blocks on their game boards as blocks-of-10 and ones, as well as a number name ("2 blocks-of 10 and 5 ones," and "twenty-five.")
- Encourage students to compare numbers after they finish each round. Ask, **Who has more/less? How many more blocks does \_\_\_\_\_ have than \_\_\_\_\_? How many more blocks do you need to reach 50?**

### Closure

(5-10 minutes)

Discuss students' reactions to the game. Ask:

- **How many rolls did it take to get 50 blocks?** (If they did not keep track, ask them to estimate the number of rolls.)
- **How did you know when to pack a block-of-10?**
- **How did you know how many total blocks were on your game board without counting every single one?**

## Assessment

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As students work, observe and note the following. Do they:

- Count with accuracy?
- Know when they need to pack a block-of-10?
- Pack and cover blocks with another holder properly?
- Recognize the number represented by the packed blocks by naming blocks-of-10 and ones (3 blocks-of-10 and 5 ones is 35)? Or do they need to use a counting strategy (10, 20, 30, and then 31, 32, 33, 34, 35)?
- Accurately record and name each number after each turn?

## Extension

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- Students may play this game in reverse, or "First From 50!" where the players begin with 5 blocks-of-10 and take away singles as indicated by the roll of the die. The first player to reach exactly zero wins.
- Have students design their own game board and play "Second to 60!" where the second player to reach exactly 60 wins.
- Provide medium holders and play "Race to 100" and "Countdown From 100."