

# Lucky Number

Grade 1

Activity 109

Correlations to *The Digi-Block Comprehensive Teacher's Guides*:

Book I: Unit 2-3: Using the Counter to Tell How Many, pages 39-42

Book II: Unit 2-2: Introducing the Counter, pages 30-32

## Overview

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Each day, a student picks a 2-digit number out of a bag. The student loads the correct number of blocks onto the Counter and represents the number using stamps, drawings, and/or fill-in paper. This representation is posted in a prominent place for the day.

## Objectives

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**Thinking Skills:** Students choose strategies about how to use blocks to represent a 2-digit number in base ten. They link their understanding of single blocks with packed blocks and the corresponding digits.

**Mastery Skills:** Students learn to represent numbers 10-99 with blocks-of-10 and single blocks.

## Materials

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In a center or math station, have the following materials available:

- A bag with the some numbers between 10 and 99 on slips of paper (Cut out the "Lucky Numbers" cards provided or make your own.)

- 100 single blocks
- 20 small holders
- 10 blocks-of-10
- 1 2-place Counter
- Fill-in paper (Erik - We need page 5 of the Activity and Assess Sheets packet for the level 1 teacher guide... But we need to take out "Activity Sheet 5" in the footer.)
- Stamps (optional)
- Markers (Digi-green color if available)
- Blank Paper

Each student needs:

- 1 "Lucky Number" Activity Sheet
- 1 Fill-in paper

### Class Introduction

(10 - 20 minutes)

For the first few days, select a lucky number together as a class, have a student load the correct number of blocks on the Counter, and have all students represent the number using drawings, stamps, and fill-in paper.

Select a student to choose the first lucky number of the day by picking a number from the bag. Have the student:

- Pick a lucky number out of the bag.
- Load the indicated number of blocks onto the Counter for the class to see. [Note - Students may need to count and place blocks one at a time. Other students may be ready to use blocks-of-10 and single blocks.]
- Set the digits on the dials at the bottom of the Counter.
- Write the number of blocks-of-10 and single blocks on the white board at the bottom of the Counter.

Ask other students to verify that the correct number is on the Counter.

Students should recognize that:

- They can count the number of blocks-of-10 on the Counter and the number of single blocks separately and check to see that the digits match these quantities. (For example, if there are 8 blocks-of-10 and 2 single blocks showing on the Counter, they should have an 8 on the

dial underneath the blocks-of-10 and they should have a 2 on the dial underneath the single blocks.)

- The number represented on the Counter and by the digits on the dials should match the lucky number they selected from the bag.

Pass out the fill-in paper and the activity sheet. Have markers and stamps available. Have all students complete the fill-in paper for the lucky number of the day and then make their own representations of the lucky number by using stamps and drawings.

### Activity

(5 - 15 minutes)

After several days of modeling, explain that everyday a new student will be chosen to select a lucky number and to make a representation of the number. Put all materials in a math center and set up a schedule so that all students have a turn to pick a lucky number of the day.

Each day, a student will:

- Pick a lucky number from the bag.
- Load the correct number of blocks on the Counter.
- Represent the number using stamps, drawings, or fill-in paper.

Post the student-made representation of the lucky number in a prominent place for the day. This visual image will be a daily reminder of base ten images of number and serve as a discussion

### Closure

(5-15 minutes)

On occasion discuss the lucky number of the day. Ask the student to describe to you (or the class if appropriate):

- How he/she loaded the blocks. (Did the student load blocks one-at-a time? Was the student able to use already packed blocks-of-10?)
- Any difficulties along the way. (Did the student need to seek out some help from a friend?)
- How many blocks-of-10 are in the number.
- How many single blocks are in the number.

Questions for discussion:

- If we unpacked all the blocks from the lucky number loaded onto the Counter, how many single blocks would we have?
- If we unpacked all the blocks in the lucky number and lined them all up along a number line, where would the blocks end?

## Assessment

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General questions to guide assessment:

- Does the student count out all single blocks and load them one at a time?
- Is the student flexible in his/her thinking regarding packed and unpacked blocks. For example, if there are not enough packed blocks, does the student know to pack enough blocks-of-10 or does he/she seek out blocks-of-10 from elsewhere?
- Does the student connect the number of single blocks in the number with the digits and the base ten representation of the number?
- Is the student representation accurate? Does he/she clearly identify blocks-of-10 and single blocks?

## Extensions

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- Have students use blocks to represent the lucky number of the day in all different, but equivalent, ways. For example, if the lucky number is 47, have students represent the number using 4 blocks-of-10 and 7 ones, 3 blocks-of-10 and 17 ones, 2 blocks-of-10 and 27 ones, and so on.
- Have children take the blocks off the Counter and remove the covers from the blocks-of-10. Together, count all the single blocks inside the lucky number.
- Use the lucky number in various contexts throughout the day. For example, have students count by ones, twos, or tens from the lucky number forward as the line-up for a transition. Have students count backward from the lucky number. Use the lucky number in word problem contexts. Discuss temperature; i.e., in terms of the lucky number, would today be a cold day or a hot day? Compare to the actual temperature.