

# Literature Connection:

## The Cheerios Counting Book

### Grade 1

### Activity #125

#### Relevant Chapters in the *Digi-Block Comprehensive Teacher's Guide*:

Book I, Unit 1-2: Counting the Blocks, pages 15-16

Book I, Unit 2-4: Relating Single Blocks to Packed Blocks, pages 43-46

Book I, Unit 2-5: Grouping by Tens to Count, pages 48-49

Book I, Unit 2-9: Building Blocks-of-100, pages 59-61

#### Lesson Overview

Students read and listen to The Cheerios Counting Book. They count and pack blocks to represent the Cheerios counted in the story. They also estimate and count how many Cheerios are in a  $\frac{1}{2}$  cup measure and compare their results to the number of Cheerios counted in the story.

#### Objectives

**Thinking Skills:** Students develop basic notions of counting. After students have counted single blocks, they see that they can count the blocks-of-10 as single entities. Students connect the words for counting to 10 to the words for counting by multiples of ten.

**Mastery Skills:** Students learn to count by ones as they pack a block-of-10. They learn to count from 10 to 20 as they pack a second block-of-10. They also learn to count by tens while they pack a block-of-100.

## Materials

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- The Cheerios Counting Book by Barbara Barbieri Mcgrath, Frank Mazzola (illustrator), and Rob Bolster (illustrator)  
ISBN: 0590683578  
Publisher: Scholastic, Inc.  
Pub. Date: September 1998

Each student needs:

- A teacher filled snack cup of Cheerios (1/2 cup measure)
- 20 single blocks and 4 small holders
- 2 medium holders
- Access to a bin of blocks-of-10

## Introduction

(10 minutes)

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Give each student a snack cup with a 1/2 cup measure of Cheerios in it. Ask,

**How many Cheerios do you think are in the cup?**

- Facilitate a discussion that reviews/teaches what it means to estimate.
- Give students time to estimate.
- Record the students' estimates on a piece of chart paper.

Show the book, The Cheerios Counting Book. Ask,

- **What do you think this book will be about?** (Counting Cheerios).
- **How many Cheerios do you think the author will count?** Record some of the answers.
- **Do you think that you have more Cheerios in your cup than the book will count? Less? Why?**

Explain to students that they will:

- Read the story together.
- Count along with the book using blocks to represent the Cheerios in the story.
- Count the Cheerios in their snack cup.
- See if they have more or less Cheerios in their snack cup than in the story.

## Activity

(40 minutes)

Distribute 20 single blocks and 4 small holders to each student. Explain to the students that they will count with you and fill the holders accordingly as you read the book.

- As you read the page with **1**, have each student put a single block in a holder.
- As you read the page for **2**, have each student put a second block in the holder and so forth until **10**.
- When the students place the tenth block, have them cover their holder to complete a block-of-10.

Continue in the same manner for the numbers **11-20**. Now each student has 2 blocks-of-10.

Distribute 2 medium holders to each student.

- Have students place one of their blocks-of-10 in the holder as the class counts, **10**.
- Have students place their second block-of-10 in the holder as the class counts **20**.

Make additional blocks-of-10 available to students (i.e., put blocks-of-10 in a bin on each table, etc.)

- As the book counts by tens to 100, have the students place blocks-of-10 in their holder and count aloud in sequence: **30, 40, 50, 60, 70, 80, 90, 100**.

Discuss the number of *Cheerios* counted in the book. Ask:

- **How many *Cheerios* did the book count? (100)**
- **How many people estimated they have more than that in their cup?**
- **How many people estimated that they have less?**

Explain to students that they can now count their *Cheerios* to find out how many they have.

- Discuss how the blocks helped them organize their count. Ask, **Do we know we counted exactly 100 blocks? How do we know?**
- Encourage students to organize their *Cheerios* when they count.

- Tell students that everyone must have time to finish counting and to share how he or she counted before they can eat the Cheerios!

Have students count their Cheerios. Allow them to discard broken ones.

### **Closure**

**(10 minutes)**

Discuss the results.

- Ask, **Who had more Cheerios than they estimated? Who had less?**
- Share and discuss the ways the students counted.

**TELL STUDENTS THAT THEY MAY EAT THE CHEERIOS!**

### **Assessment**

Listen to and observe students as they count with blocks.

- Do they know the counting words from 1 - 10 and use them in the correct sequence with the proper correspondence?
- Do they know the counting words from 11 - 20 and use them in the correct sequence with the proper correspondence?
- Do they know the tens words from 10 - 100 and use them in the correct sequence with the proper correspondence?

Watch as students count the Cheerios.

- Do they count by ones?
- Do they group the Cheerios to count?
- Do students group by tens?
- How do students keep track of what they have counted?
- Do students recount to check?
- Do students improve upon their method as the count goes higher?

### **Extensions**

- When the book ends, the students will have packed 10 blocks-of-100. Ask, **Could we keep counting and packing?** Allow students to come to the conclusion that even though the book has ended, there is a larger block and that they would be counting by hundreds as they packed the block. Have the students take turns placing the blocks-of-100 in the

largest holder. Count as a class by hundreds to get to 1000. Most of the students will count ...8 hundred, 9 hundred, 10 hundred. The biggest block is indeed 10 hundred, and this is a natural time to introduce the largest block as the block-of-1000.

- Write the counting words used in the book on large index cards. Implement number word recognition as part of the lesson.
- Piece together the number line to 100. Reread the book placing blocks on the number line (instead of in holders). Compare the number line view of the blocks to the packed view of the blocks.