Contents

1. Rules of the Railroad ..... 1

- Introduce "good" trains (numbers 10-20)

2. Introducing Place Value: Full Cars and Blocks Leftover ..... 7

- Introduce place value

3. Make a Match! (Trains and Numbers) ..... 11

- Match trains with numbers

4. Complete the Trains ..... 14

- Make a train of a given number

5. All Aboard!18

- Make good trains (0-20)
- Count blocks
- Write the number

6. How Many Stars? (19) (16) ..... 23- Place blocks on graphics with one-to-one correspondence- Make a train- Count blocks

- Write the number for a quantity

7. Cover the Horse ..... 27

- Estimate and count blocks needed to fill a shape

8. How Many Penguins? (27) (21) ..... 30

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

9. A Cup of Blocks ..... 34- Count to numbers in the 30 's- Write two-digit numbers
10. Recognizing Geometric Shapes and Their Perimeter ..... 36

- Recognize basic geometric shapes
- Place blocks along perimeter of shape
- Draw basic geometric shapes
- Count sets of blocks (measure perimeter in blocks)

11. Classify and Count Patterned Shapes ..... 43- Recognize basic geometric shapes

- Sort objects within a group by two attributes
- Place blocks with one-to-one correspondence
- Count blocks
- Write numbers

12. Cover the Fish ..... 47

- Estimate and count blocks needed to fill a shape

13. Train of Tens (36)50

- Count by ones
- Begin counting by tens

14. Connect the Dots (into the 30's) ..... 52- Recognize written numbers in order (into the thirties)
15. How Many Octopi? (37) (34) ..... 56

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

16. Cover the Cactus ..... 61- Estimate and count the blocks needed to fill a shape
17. How Many Dog Bones? (38) ..... 64

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

18. One More Passenger - One Less Passenger: How Many are on the Train? ..... 67

- Determine a number by counting blocks on the train
- Give the number one before and the number one after it

19. How Many Snowflakes? (42) ..... 72

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

20. Train of Tens (43) ..... 75

- Count by ones
- Begin counting by tens

21. Counting Trains ..... 77

- Count blocks in trains
- Write two-digit numbers

22. Short and Long Trains ..... 81

- Order numbers from least to greatest

23. Growing Cups ..... 85

- Estimate number of blocks
- Count blocks
- Write numbers

24. Covering the Blocks - Introduction to the 2-Place Mat ..... 88

- Introduce the 2-place mat
- Introduce tens and ones

25. How Many Dolphins? (44) ..... 92

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

26. Combine Two Trains ..... 96- Combine two quantities
27. Cover the Snowman ..... 98- Count blocks needed to fill a shape
28. How Many Sheep? (45) ..... 104- Place blocks on graphics with one-to-one correspondence- Make a train

- Count blocks
- Write number

29. Twelve Ways to Get to Eleven ..... 108

- Use a number line to determine a quantity
- Recognize that different pairs of addends can combine to make the same sum
- Review the components of a number sentence

30. How Many Polar Bears? (52) ..... 113- Place blocks on graphics with one-to-one correspondence- Make a train- Count blocks- Write number
31. Number Line to Packed Blocks ..... 117- Draw packed blocks to represent blocks on a number line
32. How Many Whales? (55) ..... 121- Place blocks on graphics with one-to-one correspondence- Make a train- Count blocks- Write number
33. Train of Tens (57) ..... 125

- Count by ones
- Count by tens

34. Trains, Trains, and More Trains! Ways to Generate Trains ..... 127

- Reinforce counting by tens
- Emphasize the transition between counting by tens and ones

35. Cup to Number Line to Packed ..... 129

- Count loose blocks
- Use number line
- Predict what packed blocks will look like
- Compare multiple representations of a number

36. How Many Tunas? (60) ..... 132

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

37. Stacked 3-D Animals ..... 136

- Make a set of blocks for given numbers- Develop spatial skills (3-D view)

38. Comparing Two Heights ..... 145

- Measure with non-standard units (blocks)
- Count trains
- Compare two numbers

39. Ordering Trains ..... 148

- Build a train to model a given one
- Count trains by both ones and tens
- Order sets (trains) of blocks using ordinal numbers
- Write two-digit numbers

40. How Many Butterflies? (68) ..... 151

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

41. What is a Half? ..... 155

- Divide sets into halves

42. First to Fifty - Five Blocks-of-10 ..... 159

- Introduce the concept of regrouping
- Count to fifty looking at packed blocks
- See the connection between a full holder (10 ones) and a block-of-10 (1 ten)

43. Train of Tens (68)161

- Count by ones
- Count by tens

44. Ways to Make Ten ..... 163

- Identify number pairs whose sum is 10

45. Measuring with Blocks ..... 167

- Measure the length of objects with a non-standard unit (blocks)
- Record measurements

46. Two Ways to Look at a Quantity - What Does 16 Look Like? ..... 170

- Introduce different representations of a number
- Distinguish a number as a number of ones and as a number of 10 's and 1's

47. Ten Scoop ..... 178

- Identify pairs that add to ten

48. Comparing Trains with Inequality Signs ..... 181- Make a set for a given number- Compare two numbers- Draw inequality symbols
49. How Many Turtles? (69) ..... 186- Place blocks on graphics with one-to-one correspondence

- Make a train
- Count blocks
- Write number

50. Train of Tens (76) ..... 190- Count by ones

- Begin counting by tens

51. Making Equal Piles192- Divide sets into halves- Count blocks

- Write numbers of blocks

52. Many Ways to Measure with Non-Standard Units ..... 196

- Estimate the length of an object using different units
- Measure objects with non-standard units
- Record numbers for estimates and measurements

53. How Many Caterpillars? (78) ..... 199- Place blocks on graphics with one-to-one correspondence

- Make a train
- Count blocks
- Write number

54. Counting by Fives ..... 203- Write the multiples of five

- Recognize and learn the multiples of five
- Explore various ways of counting

55. Counting by 2's and by 3's ..... 208- Count by 2's

- Count by 3's
- Count by 5's

56. Adding with Trains ..... 213- Represent a given quantity with concrete materials- Combine two given quantities to model addition

- Recognize when ones have to be regrouped to make a ten
- Reinforce the operation and vocabulary of addition
- Write number sentences for addition

57. Subtracting with Trains: Getting Off the Train ..... 217

- Represent a quantity with concrete materials
- Model the operation of subtraction with a concrete material
- Reinforce the operation and vocabulary of subtraction
- Write number sentences to represent subtraction

58. First to Seventy - Seven Blocks-of-10 ..... 223

- Introduce regrouping on the mat
- Count to seventy looking at packed blocks- Reinforce concept of place value using the mat

59. Rolling Bigger Trains ..... 225- Roll a number cube, make the matching set

- Build trains
- Add on to trains
- Count blocks
- Write numbers

60. Digits to Blocks! ..... 228- Reinforce the connection between the digits and our place value system- Reinforce that each digit names the number of tens and a number of ones in a number
61. What's Underneath the Covers? ..... 232

- Reinforce a two-digit number as a number of tens and ones and as a number of ones- Recognize and build the base ten view of a number

62. How Many Packed Blocks? ..... 236

- Write the number for a set of packed blocks

63. How Many Boots? ..... 241- Count to 100- Recognize three representations of number 100
64. How Many is a Cupful? ..... 245

- Count blocks
- Build trains
- Write numbers

65. How Many Sea Shells? (81) ..... 248

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

66. Pizza Prep ..... 252

- Sort objects by single attribute

67. The Kindergarten House of Pizza ..... 255

- Use 2-D parts to build a whole
- Identify half of a whole object
- Sort items (toppings) by a single attribute
- Count with trains

68. How Many Mice? (84) ..... 258

- Place blocks on graphics with one-to-one correspondence
- Make a train- Count blocks
- Write number

69. How Many Starfish? (76) ..... 262

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

70. Let's Get Organized! The 3-Place Mat ..... 266

- Sort blocks by size
- Organize groups of blocks from largest to smallest with the larger to the left of the smaller
- Set digit cards
- Read 3-digit numbers

71. How Many Fish? (101) ..... 270

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number

72. A Very Long Train - Counting by 10's to Numbers Greater than 100! ..... 274

- Counting by 10 's to numbers greater than 100
- Packing to compare the train or linear view of a number to the base ten view

73. How Many Spaceships? (124)278

- Place blocks on graphics with one-to-one correspondence
- Make a train
- Count blocks
- Write number74. Three Representations of Numbers283- Draw/write numbers in three representations (trains, packed blocks, and digits)75. Blocks to Digits!288
- Reinforce the concept that our number system is a pattern that uses 10 digits
- Reinforce organizing the blocks by packing as much as possible, sorting the blocks by size, and by placing the blocks from left to right starting with the largest size
- Reinforce the concept that every number can be written by simply recording how many of each size block there are - one digit for each place: the hundreds, the tens, and the ones
Appendix

