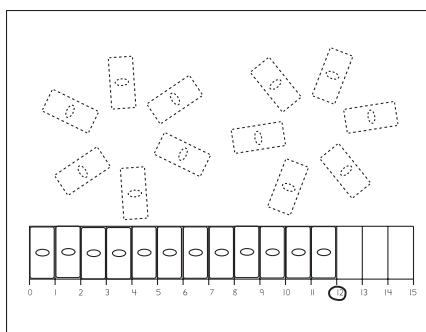
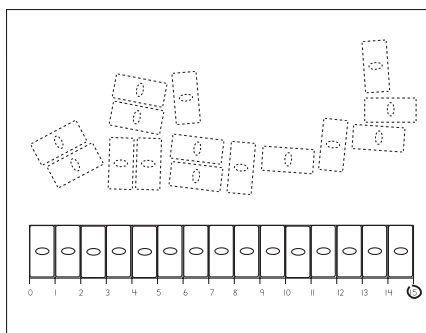
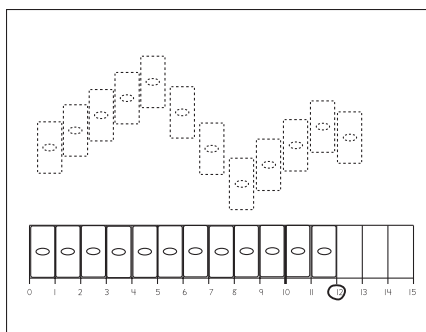


# 3. Counting Blocks on a Number Line

- PLACE BLOCKS WITH ONE-TO-ONE CORRESPONDENCE
- COUNT A SET OF BLOCKS ON A NUMBER LINE
- USE A NUMBER LINE TO DETERMINE A QUANTITY
- USE A NUMBER LINE TO COUNT

STUDENT NEEDS:  
15 single blocks  
worksheets

 15 minutes



GROUP ACTIVITY:

1. Review how to place blocks on a number line correctly (See Lesson 21 *Introduction to the Number Line* in “Getting Started”). Remind students that blocks must be placed as far to the left as possible (starting at zero) and that there cannot be any gaps between blocks.
2. Review how to “read” a number line. Remind students that when blocks are placed on the number line, they should look at the number at the end of the last block.

INDEPENDENT WORK:

On each worksheet...

1. Students place one block on each dotted outline.
2. Students move blocks to the printed number line.
3. Students read the number line to determine how many blocks there are and circle the correct number.
4. Students count the individual blocks to verify.

*Assessment:*

DOES THE STUDENT:

- place blocks with one-to-one correspondence
- align blocks on number line correctly
- circle the correct number
- count blocks correctly

*Differentiation:*

REINFORCEMENT:

- For students with fine motor impairments, use a plastic number line.

EXTENSION:

- Students place the blocks from each worksheet on three separate number lines next to each other, then determine which has the most blocks and which has the least blocks.