

# Do You See What I See?

Grade 3

Lesson 304

## Topic Overview

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Students compare and contrast the different-sized blocks. By giving and following verbal directions, students also build, describe, and copy structures using blocks.

## Objectives

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**Thinking Skills:** Students use observation skills to compare, contrast, and name different features of the blocks. They also use spatial skills as they build structures with the blocks. Students use communication skills to give and follow directions accurately.

**Mastery Skills:** Students learn to name and describe the different-sized blocks and provide criteria for distinguishing amongst the blocks.

## Materials

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*Each pair of students needs:*

- 1 lunch bag filled with 1 single block, 1 block-of-10, and 1 block-of-100
- 1 piece of construction paper
- 1 "Do You See What I See" activity sheet

## Class Demonstration

(8 - 10 minutes)

Gather pairs of students together in a common area to participate in a discussion about the blocks. Give each pair of students a lunch bag with blocks inside. Ask students to take out the single block, and then brainstorm a list of ideas of how best to describe it. (Texture, size, distinguishing characteristics, etc. are all acceptable.)

- Make a list on the board.
- Repeat this activity for the other two blocks, 1 block-of-10 and 1 block-of-100.

Once all three lists have been created, students are asked to compare the lists.

- **What is the same about the lists?**
- **What is different?**
- **What characteristics describe the size of the blocks?**
- **How can we best describe each of the different sized blocks?**

Explain and demonstrate the pair activity:

- Partners will work on the floor or at tables. They will fold a piece of construction paper in half to shield their view from their partners' workspace. If necessary, partners can also sit with their backs to one another.
- One partner will build a structure out of blocks.
- The student who created the structure must then describe to the partner how to create the structure with his or her own blocks.
- The partner will attempt to build an identical structure based on the verbal description.
- When they think that they are done, partners will lift the paper boundary and compare their two structures.
- After looking at the two structures for similarities and differences, and discussing where they had difficulty following the directions, students will switch roles and conduct the same activity again.

## Student Pair Activity

(15 - 20 minutes)

Pass out the "Do You See What I See" activity sheets and ask students to begin their group work by unpacking or packing the blocks in their lunch bags. Encourage students to:

- Use the vocabulary that they just learned in the classroom demonstration.
- Give clear and accurate directions.

While circulating around the room to provide encouragement and feedback to student pairs, help focus students on the learning goals of this lesson.

Ask:

- **Do you remember some of the words that we used to describe the blocks that were in the lunch bags? Can you use these words to describe the blocks to your partner?**
- **When we were learning to describe this larger block, what words did we use to make it sound different than the other blocks?**
- **What might be the best way to describe this block so that your partners are sure that they use the right one?**

While circulating around the room, teachers should note what words and phrases students use to describe the relative positions of the blocks to each other.

## Closure

(4 - 8 minutes)

Ask students to share responses to the following questions:

- **How close did you get to making your partner's structure?**
- **Where did you have mission challenges?**
- **Do you have any suggestions for the builder?**

Students should be asked what more that they know about the blocks now that they have engaged in this activity. Be sure that students are encouraged to articulate their knowledge of the appropriate vocabulary for naming the blocks based on their size and their contents. Students may give such answers as:

- "I know that the biggest block that we used is called a block-of-100."
- "I know that the biggest block has 100 single blocks inside of it."
- "I know that the middle block has 10 single blocks inside of it."

Share the list of phrases that students used to describe the relative positions of the blocks in the structures.

### Assessment

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As the class works, walk around the room observing student behavior.

- Are the students working collaboratively?
- Are they following the directions correctly?
- What terms are they using to describe the positions of the blocks?

Also note how students carry out the pair activity:

- Are students able to describe the three different-sized blocks with accurate vocabulary?
- Can the student give accurate directions for creating the structure to their partner?
- Can the student receive the directions accurately and create an accurate structure based on the directions?

### Extension

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- Students may be asked to write down on paper a set of directions for creating a structure with the blocks. In turn, a partner will be asked to create the structure.
- Once a structure is created, students may write a story about their structure.
- Given a structure, students may be asked to describe what blocks are involved in creating the structure.