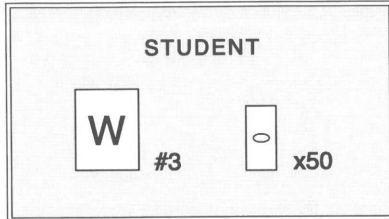
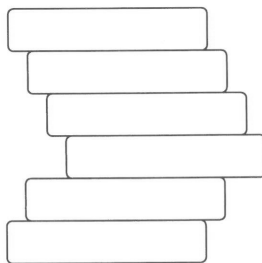


# 3. Building Towers

*objective:* COUNT OUT SPECIFIC NUMBER OF BLOCKS



STUDENT NEEDS: worksheet 3,  
50 single blocks



*fig. A*  
A stack of six  
blocks

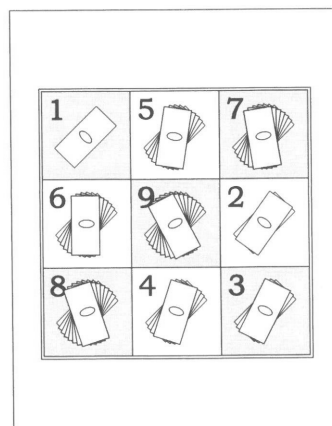
INDIVIDUAL STUDENT ACTIVITY:

1. Students pick a number on the worksheet: *fig.B.*
2. Students count out that number of blocks.
3. Students place blocks in a tower next to the number on the worksheet: *fig.A.*
4. Repeat for each of the numbers, leaving the completed towers in place. If a tower falls down, start again.
5. "Which number has the tallest tower?" (9)
6. "Which number has the shortest tower?" (1)

REINFORCEMENT: Students put their blocks on a number line to verify the quantity before placing them in a stack on the worksheet.

EXTENSION: Students place stacks in order and write the numbers 1-9 in order.

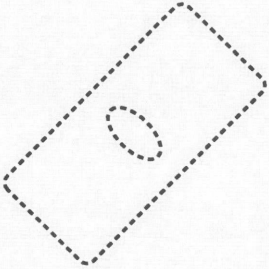
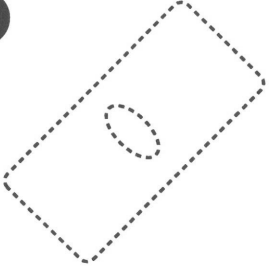
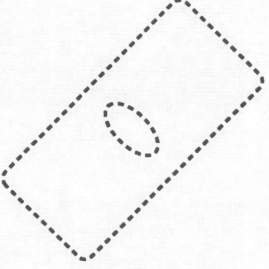
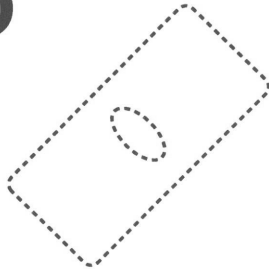
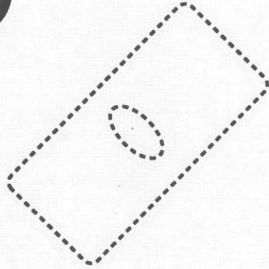
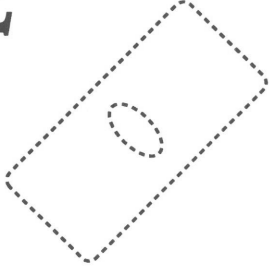
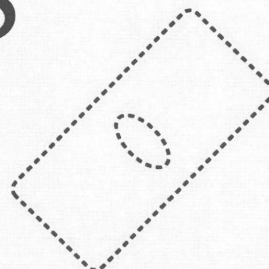
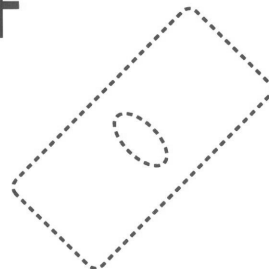
ASSESSMENT:
<ol style="list-style-type: none"> <li>1) Correctly identify the written numbers.</li> <li>2) Count out the correct numbers of blocks.</li> <li>3) Identify the tallest and shortest towers.</li> </ol>



*fig. B*  
Completed worksheet:  
Blocks stacked  
on squares

Name \_\_\_\_\_

Count and stack the blocks on top of each square.

1 	5 	7 
6 	9 	2 
8 	4 	3 