


59. Getting Organized - Introduction to the 2-Place Mat

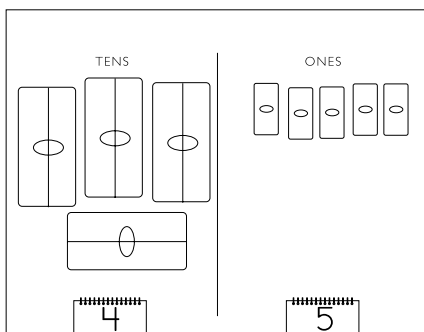
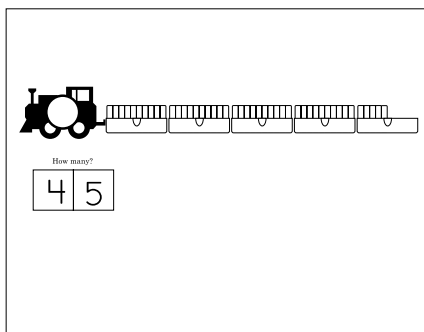
- INTRODUCE THE 2-PLACE MAT
- INTRODUCE TENS AND ONES

STUDENT NEEDS:

30-70 blocks

2 copies of worksheet (one as a workspace, one to write on)

 30 minutes



GROUP ACTIVITY:

1. Present a container of single blocks to the group and ask, "How can we figure out how many?" (count the blocks one by one, build a train,...)
2. Ask for volunteers to build the train.
3. Ask for a volunteer to count the train.
4. Record the number on the mat worksheet. (37)
5. Show the students the 2-place mat and ask what they see. (two sides or places, a line down the middle, the words tens and ones)
6. Explain to the students that you are going to cover the full cars and put them on the mat.
7. Ask where you might put them.
8. Allow for a discussion that comes to the conclusion that the covered blocks are blocks-of-10 and should go under where it says tens.
9. Ask what happens to the leftover blocks. Again allow for a discussion that concludes that they need to go in the space for the ones.
10. Once the blocks are placed correctly, set the digit cards. (3 7) It is important to compare the number for the train with the digit cards so that students understand that they are the same.
11. Place the blocks where they can be seen easily and draw what they look like on the mat. When students draw the blocks, there is no need for perfection. It is only important that the blocks are different in size and that blocks that can open have a line down the middle.
12. Fill in the digit card spaces.
13. Keep the illustration for students to use as a model during the individual activity.

INDEPENDENT WORK:

1. Students each take a container of blocks and build a train.
2. Students count how many and write the number in the space provided.
3. Students cover the full cars to make blocks-of-10 and place them on the mat.
4. Students remove the leftover blocks from the last car and place them on the mat.
5. Students find the appropriate digits on the digit cards and place them appropriately.
6. Students draw what the blocks look like on the mat and write the number in the blank digit card spaces.

Assessment:

DOES THE STUDENT:

- count the train correctly
- write the number from the train
- cover the full cars and place them correctly on the mat
- set the digit cards for the number
- draw the blocks for the number and write the number

Differentiation:

REINFORCEMENT:

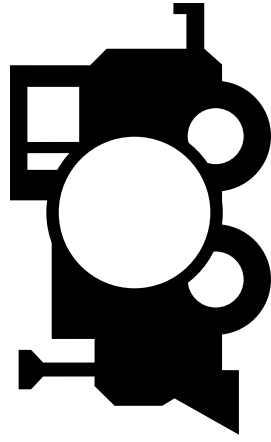
- Count out containers of blocks of the same number and work together with a small group.
- Use stamps for those children who have fine motor issues for whom it is difficult to draw the blocks.

EXTENSION:

- Use the worksheets for "Counting Trains" and have students draw the blocks for each train.

Name: _____

Build a train from the container of blocks. Count how many are on the train and write the number in the space provided.



How many?

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Name: _____

TENS

ONES

