1. Rules of the Railroad

• INTRODUCE "GOOD" TRAINS (NUMBERS 10 - 20)

STUDENT NEEDS:
worksheets

TEACHER NEEDS:
20 single blocks
2 small holders
flashcards

◑ 30 minutes

Flashcards

GROUP ACTIVITY:

1. Introduce trains, including the following:
    - The engine pulls
    - The cars carry things
    - Many cars can be connected behind an engine
3. "We can make trains with our blocks and holders."
4. "There is a very important rule for the Digi-Block train. In order for a train to be ready to drive, it must be a "good" train. That means all of the blocks must be loaded on the cars as close to the engine as possible."
5. Build an example: "This is a **good** train. There is no empty space until the end."
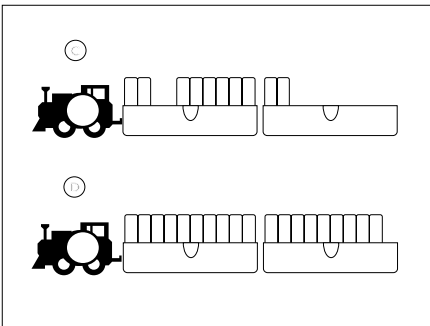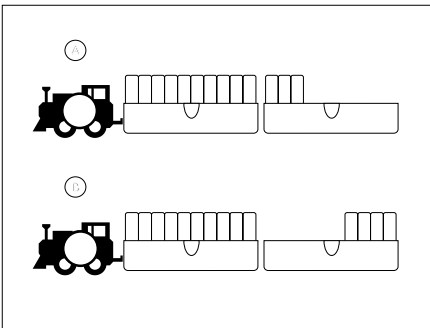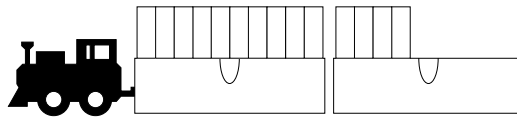
6. Show flashcards of trains: Students tell whether or not each train is good.
7. Explain the worksheet. Use the flashcards again. This time demonstrate circling the good trains and crossing out trains that are not good.
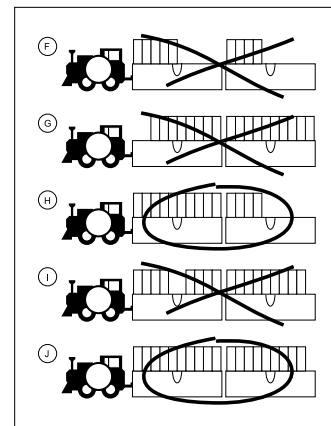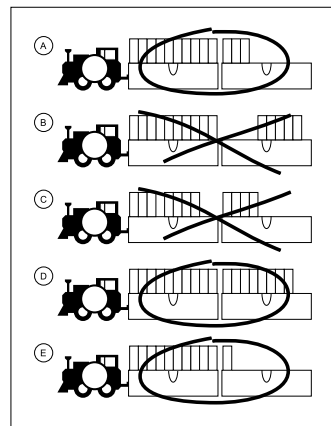
HELPFUL HINTS:
Making good trains is important for the Digi-Block® method. A good train models a number line. Later, when longer trains are made, good trains naturally prompt students to count by tens. This skill becomes particularly useful when teaching addition with trains.

Once students understand what makes a good train, stress the importance of always making good trains.

PROMPTING QUESTIONS:
- "What is the rule for making good trains?"
- "Is this train ready to drive?"
- "Can you explain why this train is or is not a good train?"

For trains that are not good:
- "Point to something on the train that is a problem."
- "How could you fix this train?"

INDEPENDENT WORK:

1. Students complete the worksheet by circling the good trains and crossing out the ones that are not.
2. *Optional*: For the good trains only, students count the blocks on each train and write the number on each engine.
3. When all have finished, hold up a completed worksheet and ask students to explain why each train is good or not.
4. Ask students to explain how they could turn the trains that were not ready to drive into good trains.

Assessment:

DOES THE STUDENT:
- recognize good trains
- explain the rules for making good trains
- follow directions with O's and X's
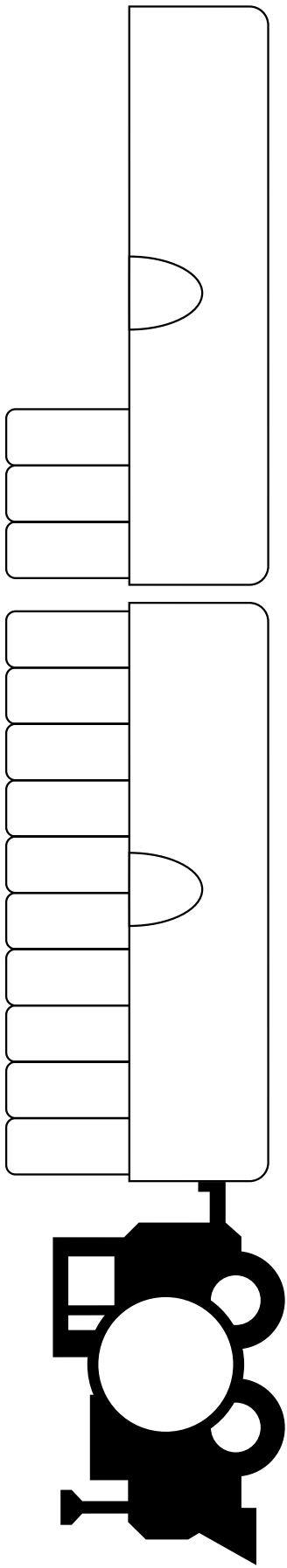
Differentiation:

REINFORCEMENT:
- When working with an individual student, consider building each of the pictured trains.
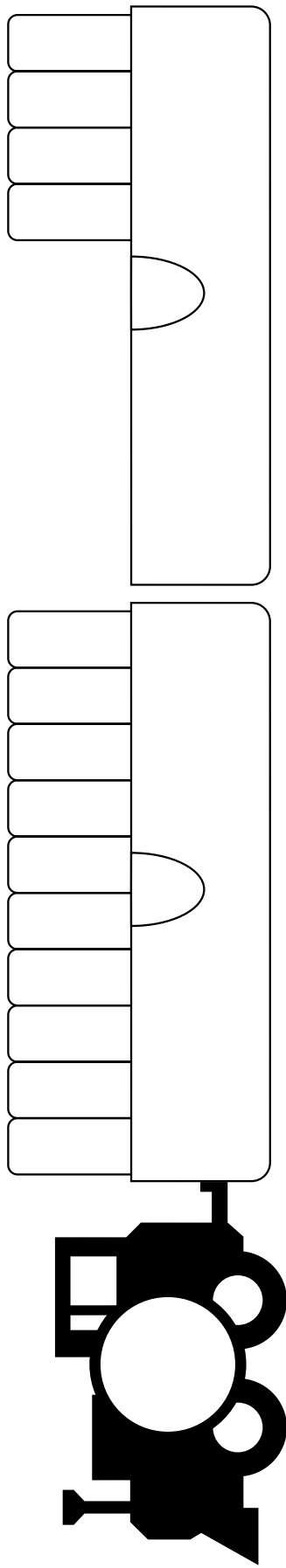- Ask the suggested prompting questions.

EXTENSION:
- Students draw their own examples of good trains.
- Students explain the steps of how they would move the blocks to fix the trains that are not good.
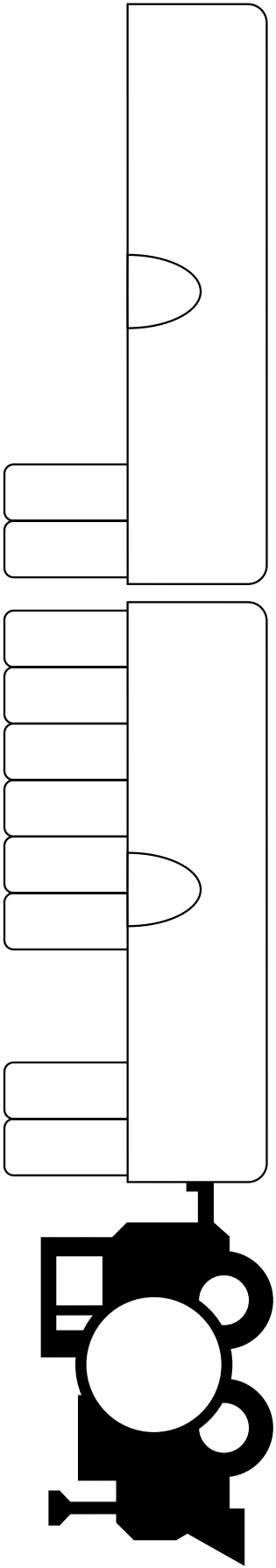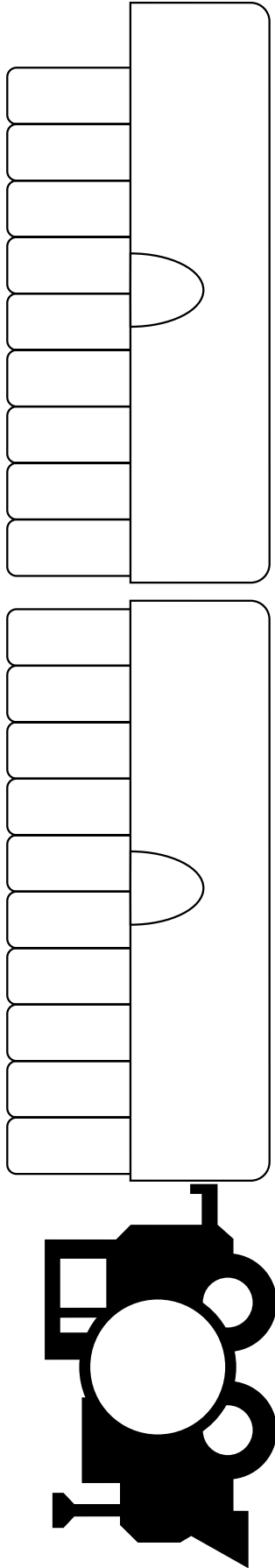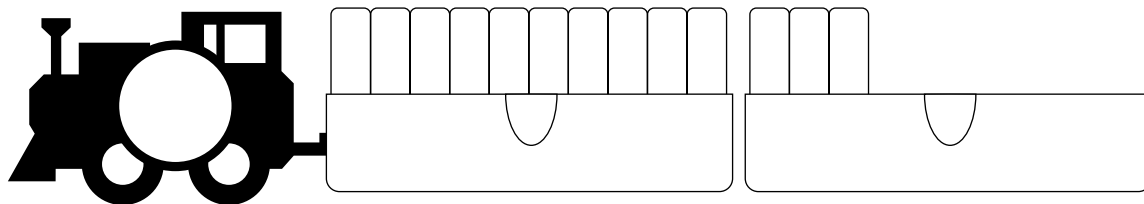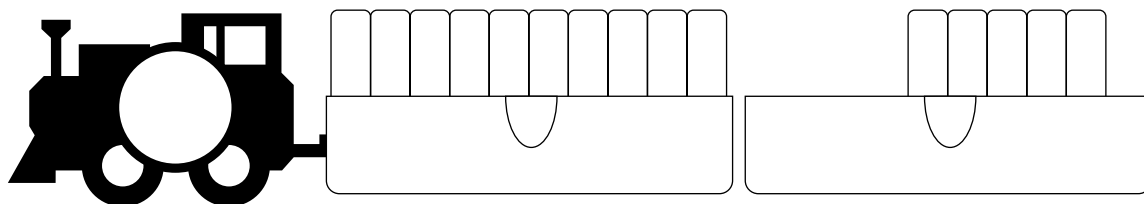
A

B

C

D

Name: _____

Circle the "good" trains and put an X on the ones that are not.

Name: _____

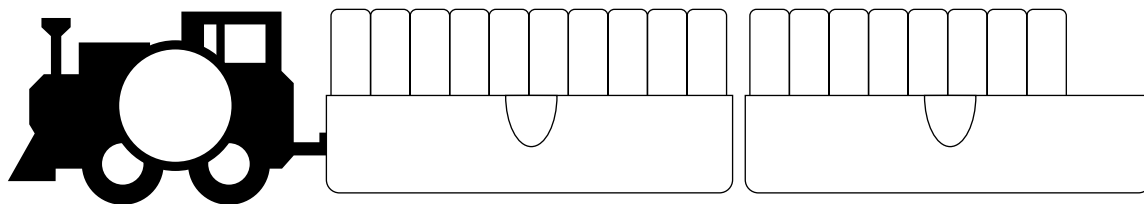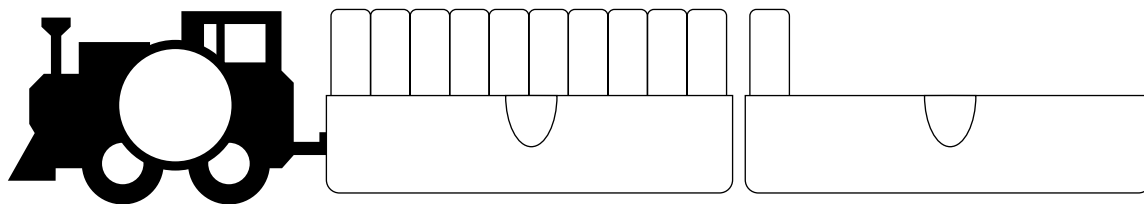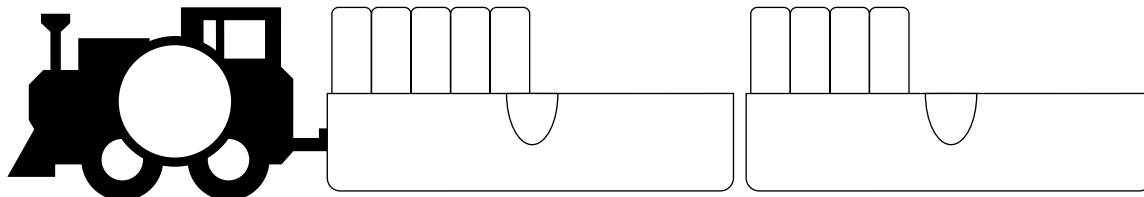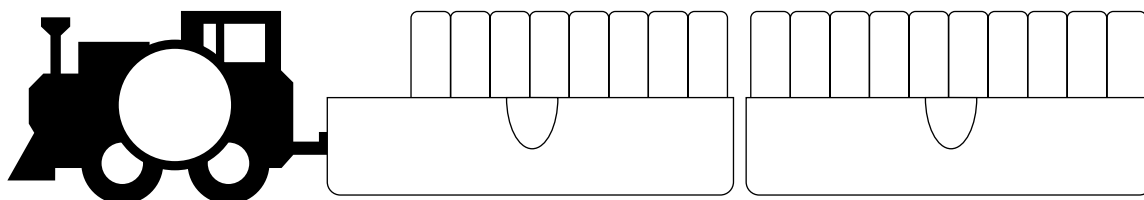Circle the "good" trains and put an X on the ones that are not.