
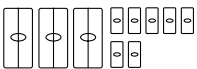



70. Three Representations of Numbers

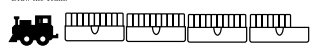
- DRAW/WRITE NUMBERS IN THREE REPRESENTATIONS (TRAINS, PACKED BLOCKS, AND DIGITS)

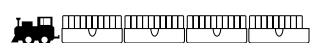
STUDENT NEEDS:
worksheets


 30 minutes

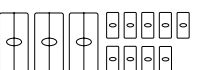
Packed Blocks: 


How Many?
Write the Digits: 

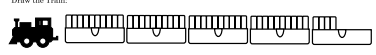
Draw the Train: 

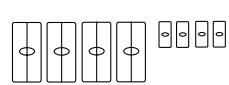
Train: 

How Many?
Write the Digits: 

Draw the Packed Blocks: 

The Digits: 

Draw the Train: 

Draw the Packed Blocks: 

GROUP ACTIVITY:

1. Place 52 loose blocks on the floor.
2. Ask a volunteer to make a train with the blocks and count the blocks (52).
3. Ask another volunteer to place covers on the full cars, organize the packed blocks, and count them (52).
4. Ask yet another volunteer to set the digit cards (or write the number) for the number of blocks (52).
5. Remind students that the same number (52) was represented three different ways (train, packed blocks, and digits).
6. Explain the worksheets.

INDEPENDENT WORK:

1. On the first worksheet, students count the blocks in the picture of the train (39).
2. Students write numbers in the digit cards to represent the number (3, 9).
3. Students draw what the packed blocks would look like if they placed covers on all the full cars in their train and took the leftover out of the holder. Note: Students must remember to draw the bigger blocks first.)
4. On the second worksheet, students count the packed blocks (37).
5. Students write numbers in the digit cards to represent the number (3, 7).
6. Students draw a train of 37.
7. On the third worksheet, students look at the digit cards (4, 4) and identify the number (44).
8. Students draw a train with 44 blocks.
9. Students draw the packed blocks for 44.

Assessment:

DOES THE STUDENT:

- represent a given number/quantity as a train
- represent a given number/quantity with packed blocks
- represent a given quantity with digits

Differentiation:

REINFORCEMENT:

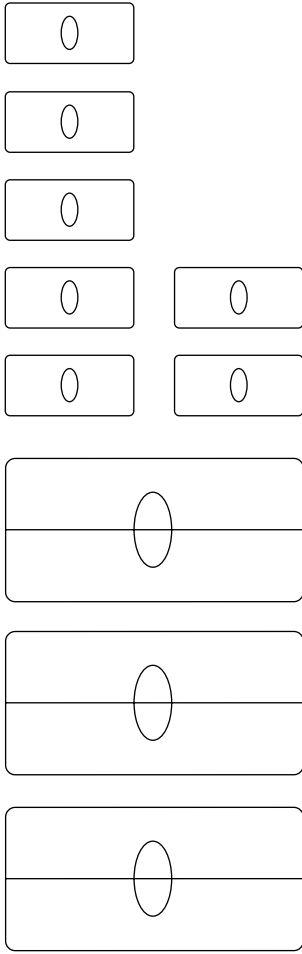
- Provide students with blocks to model each representation before drawing them on their worksheets.

EXTENSION:

- Repeat the same lesson using numbers that are multiples of ten.
- Students pick their own numbers to model in each of the three representations.

Name: _____

Packed Blocks:



How Many?
Write the Digits:

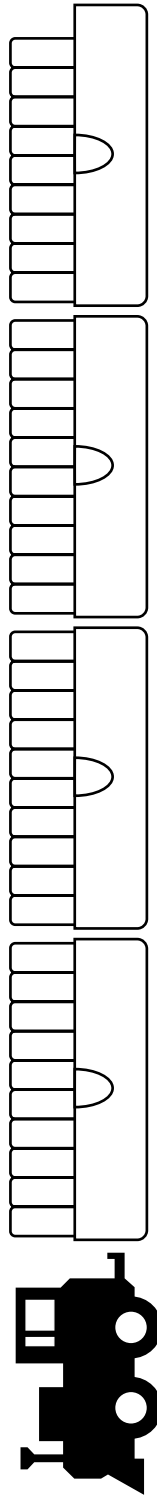
Two ten frames are provided for writing the digits. Each frame is a rectangle divided into ten equal horizontal sections. The left side of each frame has a vertical line, and the top-left corner has a small notch, resembling a spiral notebook binding.

Draw the Train:



Name: _____

Train:

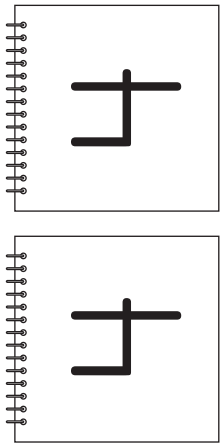


How Many?
Write the Digits:

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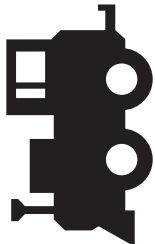
Draw the
Packed Blocks:

Name: _____



The Digits:

Draw the Train:



Draw the
Packed Blocks: