

**MATCHING BLOCKS AND BILLS**

2.2-A1

**Objective 2.2-A:** Understand the relationship between \$1 bills and \$10 bills.

**Sub-Objective:** Make the connection between 1-blocks/\$1 bills and blocks-of-10/\$10 bills.

**Type of Lesson:** Introduce concept/skill

**Instructional Method:** Individual activity

**Description:** Students equate 1-blocks with \$1 bills and blocks-of-10 with \$10 bills.

**Materials:** 1-blocks, blocks-of-10, small holders, play money (\$1 bills and \$10 bills), Activity Sheet 15 (1 page)

**Procedure**

Set up: Using the activity sheet as a model, make a large paper mat for each student. On the mat, draw the row and column lines, and write in the numbers in the first and last columns. Leave the two middle columns blank. The first middle column is for blocks; the second middle column is for bills. Give each student a mat.

Have a collection of 1-blocks (about 100 per student) and small holders (one pair per student) in the center of the table. Also in the center of the table, have a collection of play \$1 bills in one pile (about 100 per student) and \$10 bills in another pile (one per student).

1. Pick up one 1-block in one hand and one \$1 bill in the other hand. Tell students that the 1-block and the \$1 bill both have a value of 1.
2. Starting at Row 1 on their mats, have students count (out loud) one 1-block from the collection of blocks and place it in the Block Column to the right of the numeral 1. Have students count (out loud) one \$1 bill from the pile of \$1 bills and place it in the Bill Column to the left of the numeral 1.
3. Repeat step 2 for each count up to (but not including) the last row (the 2nd 10th row).
4. Ask students, "What do we do when we have ten 1-blocks?" After they answer that we *pack* them to create a block-of-10, say, "We can do the same with \$1 bills! When we have ten \$1 bills, we can *trade* them for one \$10 bill. A block-of-10 contains ten 1-blocks. A \$10 bill is equal to ten \$1 bills. Have students count out ten 1-blocks from the collection of blocks, pack them into a block-of-ten, and place the block-of-10 in the Block Column in the last row. Have students count out ten \$1 bills from the pile of bills, trade it for a \$10 bill, and place the \$10 bill in the Bill Column.
5. Repeat steps 2-4 as often as necessary until students understand the relationship between blocks and bills, asking leading questions to help them make the connections.

**Evidence of Learning:** Given a 1-block, the student equates it with a \$1 bill. Given a block-of-10, the student equates it with a \$10 bill.