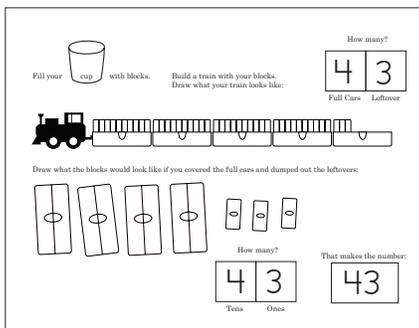


40. How Many is a Cupful?

- COUNT BY ONES OR TENS TO THE NUMBER 50
- IDENTIFY THE PLACE VALUE OF THE DIGITS
- WRITE THE NUMBER

STUDENT NEEDS:
50 single blocks
large plastic cup
worksheet

 20 minutes



Example. Solutions will vary.

NOTE TO TEACHER:
Notice which students organize the blocks with the larger blocks first.

GROUP ACTIVITY:

1. Show students a pitcher filled with blocks. Ask students how many they think are inside and how we can possibly count all of the blocks inside.
2. Dump the blocks on the floor and ask students to count them. Suggest building trains to help count the large number of blocks and give students holders to fill with the blocks.
3. After students have filled the holders and made a train of the blocks, ask students to count by ones or tens to find out how many blocks are in the train.
4. After a total has been determined, ask a student to write the total on the board.
5. Write the total (43) and the full car and leftover view (4 and 3) and ask students to notice how the numbers are similar.
6. Cover the full holders and dump the leftover blocks to make blocks-of-10 and single blocks.
7. Write the number as the number of tens and ones. (4 and 3)
8. Ask students to notice how the base ten view is written the same as the train (linear or counting) view. (4 full cars make 4 blocks-of-ten, and 3 leftovers make 3 single blocks)
9. Ask students how to organize the blocks. (Larger blocks to the left)
10. Introduce student worksheet and provide students with large plastic cups to scoop blocks.

INDEPENDENT WORK:

1. Students fill their plastic cups with blocks.
2. Students build trains with their blocks.
3. Students draw what their train looks like.
4. Students count their train and write the number of full cars and leftovers on the train.
5. Students draw what the packed blocks would look like if they were to pack up their train. Reminder: packed blocks are full cars with covers (blocks-of-ten) and leftover blocks dumped out (ones).

Assessment:

DOES THE STUDENT:

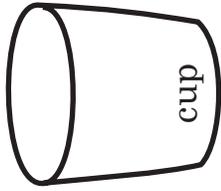
- count their train correctly
- draw the packed blocks correctly

Differentiation:

REINFORCEMENT:

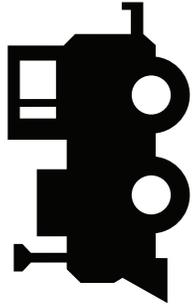
- Allow students to pack their blocks before drawing what they look like.

Name: _____



Fill your _____ with blocks.

Build a train with your blocks.
Draw what your train looks like:



How many?

--	--

Full Cars Leftover

Draw what the blocks would look like if you covered the full cars and dumped out the leftovers:

How many?

--	--

Tens Ones

That makes the number:

--