


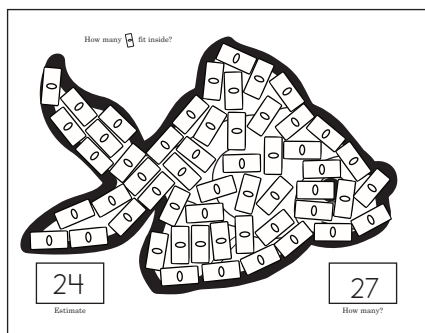
15. Cover the Fish

- ESTIMATE
- FILL A SHAPE
- COUNT TO NUMBERS IN THE 30'S
- WRITE THE NUMBER

STUDENT NEEDS:

50 single blocks
5 small holders
worksheet

 20 minutes



Worksheet example: It takes approximately 20 - 35 blocks to cover the fish. Students' answers will vary.

GROUP ACTIVITY:

1. Review the vocabulary word “estimate.” (Make an intelligent guess; think of how many.)
2. Explain to students that they will first estimate the number of blocks it will take to fill the fish and then they will fill the fish with blocks and compare that amount to their estimate.
3. Before beginning to place blocks, ask, “Do you think that everyone will have exactly the same number of blocks on their fish?” (No) “There are many different correct ways to fill the fish with blocks.”
4. Review the rules for filling a shape:
 - blocks must lay flat and not overlap, leaving as little white space as possible
 - blocks can be arranged grid-like or scattered within the shape

INDEPENDENT WORK:

1. Each student writes their estimate in the box at the bottom left of their worksheet.
2. Students fill the fish with as many blocks as possible.
3. Students load their blocks into holders to make a train.
4. Students count the number of blocks on their train and write that number on the bottom right of their worksheet.
5. Students compare their estimate with their actual number.

OPTIONAL EXTENSION:

1. Students make a separate train with the number of blocks they estimated would fill the fish.
2. Students compare the two trains side by side and explain if they think their estimate was close, and if they guessed too high, too low or exactly.

Assessment:

DOES THE STUDENT:

- make a reasonable estimate of the number of blocks to be used
- lay blocks on worksheet to fill the approximate shape
- count the number of blocks accurately
- write the correct number

Differentiation:


REINFORCEMENT:

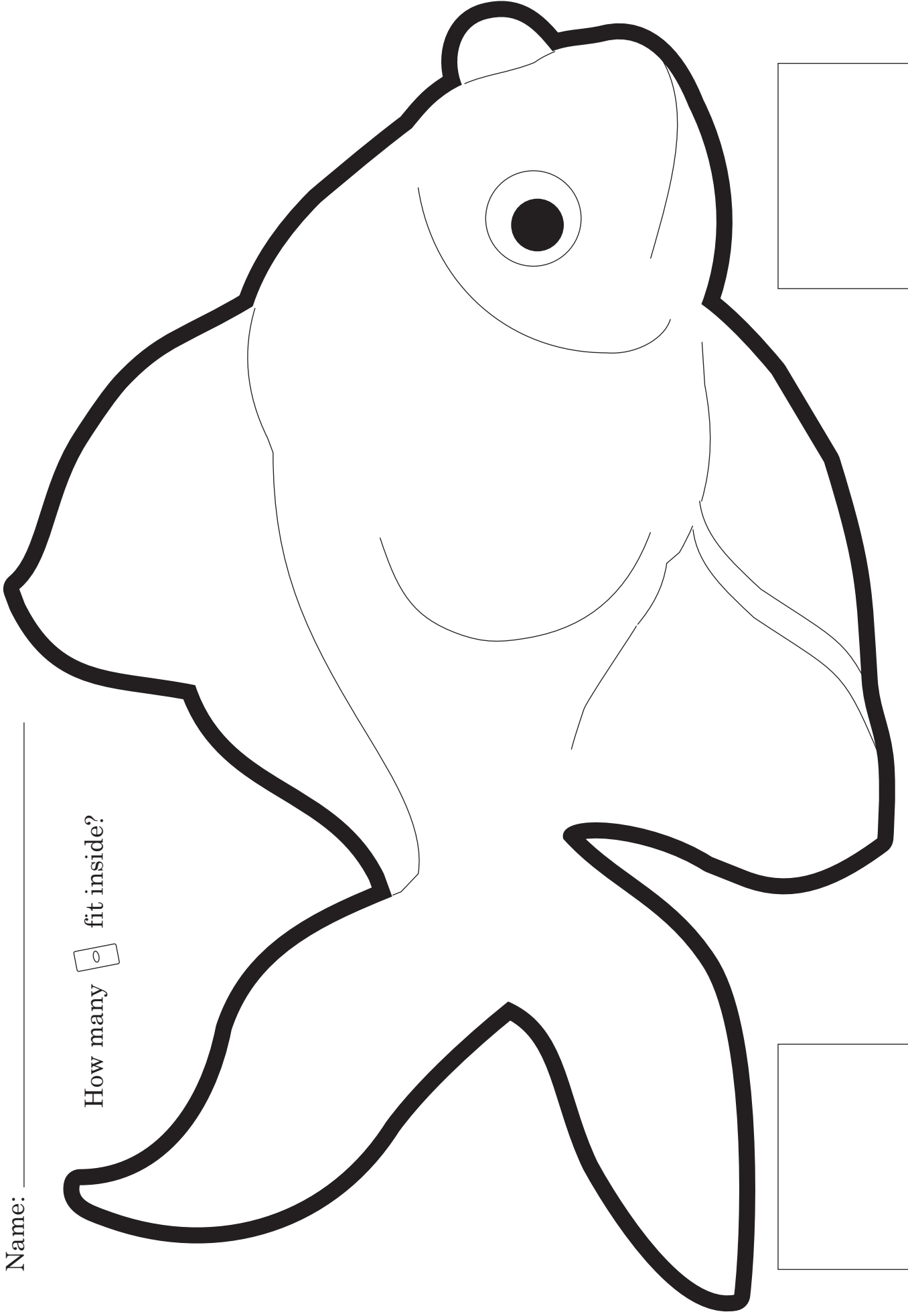
- Before beginning the lesson, lay 10 blocks flat on a table placed close together to show what 10 blocks looks like. Repeat with 20, 30, 40, and 50 blocks.
- Review the rule for making a good train.

EXTENSION:

- “What is the difference between your estimate and the actual amount?” “How close was your estimate?” Suggest that students compare two trains to calculate the difference between their estimate and their actual number.
- “How many blocks do you estimate would cover the whole worksheet?”

Name: _____

How many  fit inside?



Estimate

How many?