

## ACTIVITY IA5.3: Read It, Build It, Check It with Arrow Cards and Base-ten Materials

**Intended learning:** To learn the value of each place. To connect quantities and numerals. To read numerals.

**Instructional mode:** Longer, inquiry to rehearsal mode for individuals or groups.

⑤ **Materials:** One set of arrow cards for each student, up to ten 2-digit number cards, base-ten materials.

**Description:** Present the student with the numeral 74. *Read this number, please.* Have the student build the number using arrow cards (see Figure 5.5). Have the student compare the numeral card with the numeral formed with the arrow cards. *Are they the same number?* If not, have the student try again with the arrow cards until the numbers are the same. Have the student expand the arrow cards to read each place in order from the largest to the smallest. Point to each arrow card as the child reads the numeral on the card. Prompt the child to read the arrow cards more quickly until the child becomes aware of the 2-digit number name. Have the child build the number using base-ten materials. *Where is the 70? Where is the 4?*

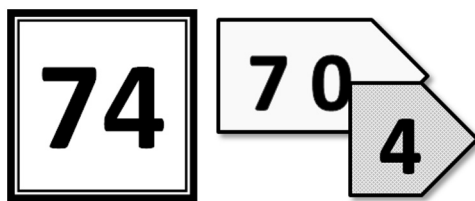


Figure 5.5 Building 74 with arrow cards

Change the arrow card number and the materials so that the new number is ten more than what we have now. *What part changed?* Change the arrow cards and materials so that the new number is 20 fewer.

Continue bridging the century and beyond through both adding and subtracting collections of tens.

**Responses, variations and extensions:**

- This task is designed to facilitate conceptual understanding of each place in the numeral.
- This task is particularly helpful in addressing reversals (reading 52 as 25).
- Repeat the process with 3-digit numbers, bridging the century and beyond through adding and subtracting collections of tens and hundreds.
- Repeat the process with 4-digit numbers, bridging the century, millennium and beyond through adding and subtracting collections of tens, hundreds and thousands.
- Use arrow cards, base-ten materials, and the empty number line to show each change, thereby, building connections between the different settings.