

Number Line Snacks

Purpose

Students will use snack pieces and a number line to learn one-to-one correspondence and terms such as equal to, more than, or less than.

Materials

For each student: teacher-supplied number lines

For each group of students: bowl of snack pieces (cereal, raisins, grapes, etc.)

Activity

A. Pre-Activity Preparation

Create and photocopy two number lines ranging from 1 to 10. Both lines should be drawn on the same side of one sheet of paper.

B. Introduction

1. Tell students that they may have 20 snack pieces today.
2. Using the number lines and the bowls of snack pieces in the middle of each table, show them how to get the right number of snack pieces.

C. Student Activity

1. Have each student take one snack piece at a time and place it on his/her number line starting at the number one.
2. As the students place the snack pieces on their number lines, have them count the pieces aloud.
3. Once students have their number lines completed with snack pieces, ask them if they have the right amount of snacks. Ask them how they can be sure that they have the correct number.
4. Have the students use the two number lines to match their snacks one-to-one.
5. Ask students whether they have equal to, more, or less of one object over another.
6. Have the students eat three pieces from the group on the top number line and match the remaining objects one-to-one.

(continued)



MEETING INDIVIDUAL NEEDS

Some students may have difficulty dealing with two number lines. Have them work with one of the number lines or with a limited portion of both of the lines. Also, students can remove snack pieces from a pile instead of from the number line. Make sure these students receive all 20 of the snack pieces and not just enough to cover the portion of the number line with which they are working.



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Music

Count the snacks on the number line as a class. As the students say each number, have them clap their hands while you play an instrument. This will help the students develop a sense of rhythm. Repeat each time a snack is removed, allowing different students to keep time using the instrument.

Standards Links K.1.6, K.1.8, K.1.9


Activity (continued)


7. Ask the students whether they have equal to, more, or less of one object.
8. Continue the activity, having the students eat different amounts of the snack and then asking them whether they have equal to, more, or less of one object.


Questions for Review


Basic Concepts and Processes


During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicators:

 Do you have the right number of snacks?

 How do you know?

 Which number line has more snacks left on it?

 Are there more objects in the number [*insert number*]
or in the number [*insert number*]?

 Do you have the same number of objects in each line?
