

Supplies

Vertical number line, graph paper, bunny, carrot, two other small objects.

The Activity

The student will use the vertical number line to count how many “hops” it takes the bunny to get to the carrot. It is important to make sure the student starts counting from the next number. That is, the first hop is counted, not the number where the bunny is standing. Explain that when the bunny goes up, the number gets larger and you are adding the number of hops to the number the bunny started from. When the bunny goes down, the number gets smaller and you are subtracting.

Variations

- The student can say and/or write the math sentence.
- Show a card with a math sentence and have student figure out where the bunny and the carrot should go.
- Use another bunny and put the carrot in between the bunnies. Have the student figure out which bunny is closer to the carrot.

Focus:

Encourage the child to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the child to accomplish the goal.

Questions: What is the plan? Do you want to “be” the bunny or the carrot? Where shall we put the bunny? The carrot?

Act:

Student counts how many hops it takes to get to the carrot and figures out the math sentence.

Questions: How will you count the hops? When the bunny is standing on the number, is that a hop you need to count? How come? What happens to the number when you go up? Down?

Reflect:

During and after the activity reflect on what the student is doing/has done.

Questions: What did you do? What did you like best about this? How did you know where to start counting? What was the biggest number of hops your bunny did?

Math Observation Checklist:

This activity will give insight into the student’s understanding of order of numbers, intuitive number line, understanding of addition, understanding of subtraction, position, orientation in space, attending to more than one piece of information, attending to relevant information.



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