

Advanced preparation- have students bring in a favorite stuffed animal or toy.

- In groups of three have students explore how to create a rectangle with the timbers. Discuss how to create a rectangle without the pieces moving (they will need to link the pieces together).
- As a large group discuss the students' findings.
 - Which timbers can you use to make rectangle?
 - Which timbers will not make a rectangle?
 - What are important facts we need to remember to build rectangles?
 - They have four sides
 - The opposite sides are the same length
 - Give students the job to build a cabin for their toys.
- Have the students place the toys on the floor. Then have the group build a "cabin" (they may not build a door or window at this point- this can be encouraged as an enrichment activity for those groups who finish early) around their toy.
- When they are finished building, have them sort and count the number of timbers they used to build their cabin. Record the information on the activity sheet.
- After they have finished this portion of the activity, provide them with the following prompt:
 - "Bob likes to bundle his logs in groups of ten when he transports the wood to his work sites. Please put your small timbers into groups of ten for Bob to bundle and ship. On your activity sheet, write down how many full bundles of ten small timbers you have and then write down how many extra small timbers you have."
- Repeat this with the medium and large timbers.
- Students who finish early can make comparisons and find differences between the large, medium, and small groups.



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• During circle time have a number of timbers in front of you. Tell the children there are ten timbers in front of you. Grab a handful of timbers and place them behind your back. Ask the children to figure out how many timbers are behind your back. Discuss different strategies and how to use the information you know to figure out how many timbers are behind your back. For example, there are ten timbers total and there are 4 timbers in front of you:

- You can count on from four (5,6,7,8,9,10)
 - You can count backwards from ten (9,8,7,6)
 - You can know $10 - 4 = 6$
 - You can know $4 + 4$ is 8 and two more is ten, so there are six behind your back.
- Repeat this activity with different numbers behind your back. Another option includes having students figure out the total when there are "x" timbers in front of you and "y" timbers behind your back.
- Encourage students to get into pairs and challenge each other with the same activity.
 - Students can also connect number sentences to the situation. For example, if there are ten total timbers and four timbers in view they can write the number sentence $4 + 6 = 10$ or $10 - 4 = 6$. They can also write open number sentences $4 + _ = 10$ and use related facts (e.g., $10 - 4 = 6$) to figure out the missing number.



