

**Manipulative materials: Cuisenaire rods**

Date/s: .....

.....

Group:.....

Attendance list per date:

**Free description:**

Vocabulary:

<b>Nouns</b>	<b>Verbs (actions)</b>	<b>Adjectives</b>

1. A. **Description:** describe the set of rods in the wooden box in terms of shape, size, color, etc

- It is a ..... material set used to teach ..... in Mathematics.

- It is a ..... box.

- There are ..... inside.

- The ..... have different height and .....  
.....

- There is a ..... between ..... and .....

1.B. Color to number correspondence (C ↔ N)

<b>Color</b>	<b>Number</b>


Is this correspondence an application?.....If yes, which kind?

.....

1.C. Questions about the material: make questions among your teammates.

Hint: you can follow the patterns provided below.

*What color is number .....?*

*What number is ..... ?*

1.D. Let's play: **Stairs and comparisons**

Put rods like in a stair (Order them. Realize that each rod is one unit bigger than the previous one,  $n+1$  relationship)

Make questions to your teammates like the following

*What rod is after..... and before.....?*

*What rod is in between ..... and .....*

Rod.....is bigger than .....but smaller than .....

Other expressions: .....

Take just a few consecutive rods and make stairs. Talk with your teammates saying:

Rod .....is the .....-est while rod .....is the .....-est in this set

2. Addition and subtraction.

2.A. Let's play: Trains and addition

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2.A.1. Make same length trains with different rods (short trains first, then long trains)

2.A.2. Make same length trains with equal rods (doubling and halving)

## 2.B. Let's talk:

Each team member chooses a rod and says things like...

- My train is **as long as** the ..... rod
- There are ..... trains as long as the .....
- Among them, there are ..... with equal rods
- The .....rod and the .....one **makes** the .....rod; so .....and ..... **makes** .....

Each teammate has to say and write a word problem fitting their trains

## 2.C. Trains and subtraction.

- Chose two rods, one shorter than the other (S and L)
- Put them as if they were parallel trains.
- What other rod does make a train as long as L?
- Write it with mathematical symbols.
- Repeat the previous step for another pair of rods (S and L)

Each teammate has to say and write a word problem fitting their S and L pair.