

Counting by Tens

Introduction: Thank goodness we only need two feet to Walk Across Texas! If we were crabs, we would need ten! In this lesson, students will listen as the teacher reads a counting by feet book in which the 10-footed crab is the star. Students will also create their own crab, which they will use to learn to count by tens.

Grade Level and Subject: 1st Grade Math and Language Arts

TEKS: Math – 1A, 1B, 1D, 3A, 4A, 4B, 11A, 11C, 11D
Language Arts – 1A, 1B, 1C, 1D 1E, 3C, 4A, 4C, 13A, 13B

Materials:

1. Dessert-size paper plates (one for each student)
2. Blue tempera paint
3. Red or white pipe cleaners (each student will need 2 full length and four halves)
3. Glue
4. Black beans or beads
5. Hole punch
6. 10 unlined index cards. Write 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 (one on each card) in a bold color. Decorate the back of the cards with sea drawings or stickers. If you have more than 20 students, you will have to adjust the number of cards accordingly by repeating some of the above numbers.

Resources: *One Is a Snail, Ten Is a Crab* by April Pulley Sayre and Jeff Sayre, ISBN #0763614068

Websites: <http://homeschooling.about.com/od/unitssubjsci/qt/crabscrafts.htm>

Scroll down and click on “Florida Blue Crab.” If the teacher chooses to extend the lesson, this site gives instructions and materials for students to “draw” a crab using tempera paints and their handprints.

Activity: Ask students how many feet each of them has. Ask if all creatures have two feet. Ask for examples. Tell students that crabs have ten feet, and they (the students) will be making their own crabs and learning how to count by tens. Allow students to paint and glue their paper plates (see “Instructions for Making a Crab” below).

While the glue is drying, read aloud *One Is a Snail, Ten Is a Crab*, allowing for questions and discussion. After finishing the book, go back to the page that begins “10 is a Crab” and instruct students to read along as you flip the page to “20 is two crabs” then “30 is three crabs,” etc. until you get to “100 is ten crabs.” Repeat this process to give students practice counting in tens. Then have students count in tens without the crabs.

Allow students to finish making their crabs. When all students are finished, divide them into groups of two. Using the index cards like playing cards, have a pair of students “draw” a card. Instruct them not to let the rest of the class see their card. Instruct the pair to collect the correct number of crabs from their classmates so that the number of legs equals the number on the card. Have the pair set the crabs in a pre-designated place (a table in the center of the room, the lip of the blackboard, etc.) so the class can see. Ask students to raise their hands if they can tell the class the number on the card. Choose a student to answer. Have the class count by tens as you point to each crab to verify the answer. Return the crabs to the students. Repeat this process with other pairs of students until all of the index cards are gone.

Instructions for Making a Crab: Paint the outside of the paper plate blue. When the paint is dry, cover the white side of plate with glue, and fold it in half. Allow the glue to dry. On both ends of the folded edge — about ½ inch from the fold — punch two holes about an inch apart. Punch six holes along the rounded edge — three on either side, leaving a space in the middle. Cut four pipe cleaners in half. Insert the pipe cleaner halves through the eight holes (leave the two at the top of the rounded edge for pinchers); double and twist to make eight legs. Make sure the ends are twisted smoothly. Using the full length pipe cleaners, do the same for the two last two holes but leave the two ends open in a ‘v’ shape to represent the pinchers. Glue two black beans on the “shell” for the eyes.

Evaluation: Students should be able to count by tens to 100 at the conclusion of this lesson. Observe students for participation in counting. Observe and evaluate listening skills.



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