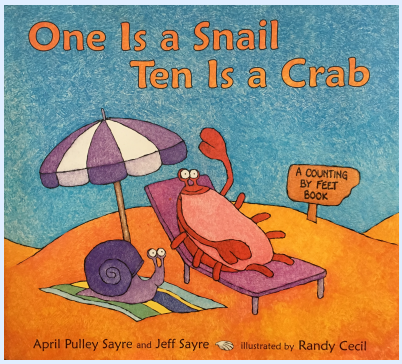


AUTHORS:
April Pulley Sayre and Jeff Sayre

Count feet and combinations of feet at the beach. Then explore how the multiples of 10 can be made with different combinations of feet.

Ages: 3 to 8 years

Lexile: 200L

ISBN: 9780763626310

One Is a Snail Ten Is a Crab

How many different ways can you count to 50?

Topics: counting, skip counting, combinations, addition, problem solving, composing numbers, multiplication

Activities To Do Together:

Use *One Is A Snail Ten Is a Crab* to introduce counting, skip counting, and different ways to combine numbers to create a larger number.

Before reading the book with your child:

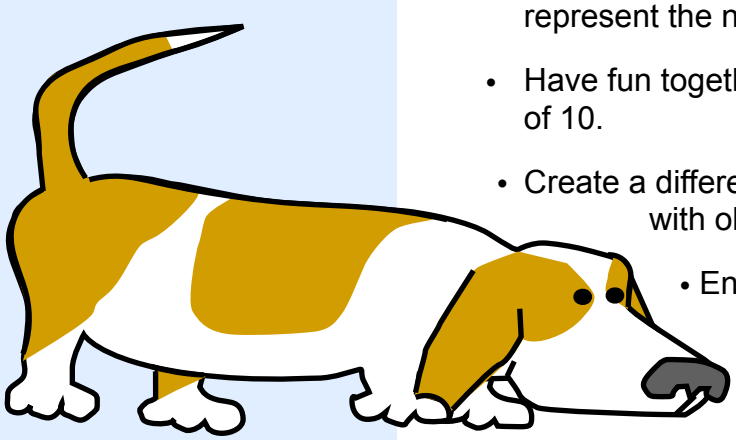
- Look at the snail and the crab. Discuss how they are different. Ask your child what they think the authors mean when they say one is a snail. How can the number 10 be represented by a crab?

While reading the book:

- Notice that the authors say, “4 is a dog.” Ask your child what animal they would use to represent the number 4 if they were the author of the story.
- Encourage your child to predict what number will be on the next page of the story and talk about different combinations of creatures’ feet that add up to the number they predicted.

When you have finished reading the book, try the following:

- Encourage your child to find four different combinations of creatures that equal 10.
- Encourage your child to find their own unique way to represent the numbers 1 to 10.
- Have fun together making up a song about the multiples of 10.
- Create a different way to represent the numbers 1 to 10 with objects or different animals.
- Encourage your child to find and share their own way of making the number 100 with objects or animals.



Extension Questions:

1. In the story, the numbers 3, 5, 7, and 9 are made from a combination of two creatures. Why do you think the authors used two creatures to make each of these numbers?
2. What animal or animals would you use to make the numbers 2, 4, and 6?
3. What animal would you use to represent zero?
4. The author says that "20 is two crabs." What other ways can you make 20? What is your favorite combination for making 20?
5. The book says that "100 is ten crabs…Or, if you're really counting slowly…one hundred snails!" What do you think that means?

Early Math Project Resources:

Visit One is a Snail Ten is a Crab Activities (www.earlymathca.org/one-is-a-snail-ten-is-a-crab)

Follow this link or visit earlymathca.org/external-resources for additional online resources

Vocabulary

Math words found in the story: and, counting, eight, eighty, fifty, five, four, forty, front, nine, ninety, one, one hundred, second, seven, seventy, six, sixty, ten, thirty, three, twenty, two

Related math words: addition, combinations, multiples of ten, skip counting

Words to build reading comprehension:

claws, job

Spanish Title:
Not available

Also available in:
French

Related Books: *One Watermelon Seed* by Celia Barker Lottridge; *One Big Pair of Underwear* by Laura Gehl; *How Many Seeds in a Pumpkin?* by Margaret McNamara

Click this link to the World Catalog or enter bit.ly/3VgP40z to find *One is a Snail Ten is a Crab* in the public library.

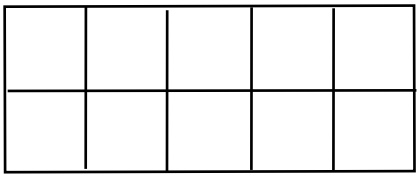
Math Connections: It's important for children to see different representations of numbers and to explore patterns and number relationships. This supports their ability to work with, group, and manipulate numbers in ways that are meaningful. Use *One Is A Snail Ten Is a Crab* to introduce counting, teen numbers, skip counting, multiples of 10, and composing larger numbers from combinations of smaller numbers.

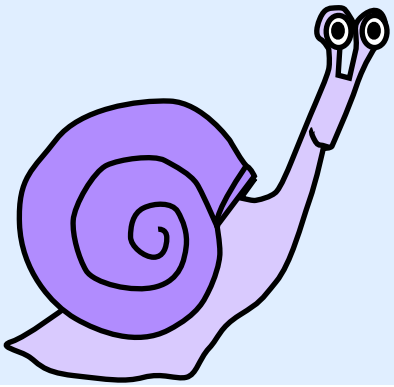
When reading the story with your child, talk about why the authors say, "1 is a snail," "3 is a person and a snail," and "4 is a dog." Talk about other animals that could represent the numbers 1 to 10. Could 4 be a cat and 5 be a sea star? What number could be represented by an octopus? Make a game of finding combinations of creatures that add up to your child's favorite number. Can your child find more than one way to do this?

Explore different combinations of creatures that add up to 10. Give your child time to draw combinations of 10 using the characters from the book or animals of their own choosing. Ask them to share their results with you. Talk about the different ways your child made 10. Which way requires the most creatures? Encourage your child to find all of the ways that exactly two of the book's creatures can be combined to equal 10. Reinforce the idea that there are often many ways to represent a mathematical idea and many different approaches and solutions.

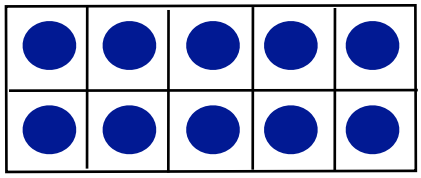
After reading the book with your child, ask if they notice gaps in the numbers shown in the book. Your child may have noticed that the book jumps from 10 to 20. If your child is unfamiliar with the "teen" numbers, the numbers 11 to 19, write these numbers on a piece of paper and look at them together. Each of these numbers is made up a ten (a group of ten ones) and some ones. Point to each of the teen numbers and say their names together. Encourage your child to tell you about patterns they notice in the way the numbers are written and the way the numbers are said. Talk about how each of the teen numbers has a value greater than ten.

Consider making a ten frame, a rectangle with ten equal spaces, five on top and five on bottom, to explore the teen numbers with your child.



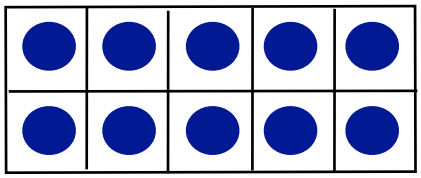


You can represent the number 10 with a dot or a penny in each of the spaces like this:



1 Ten

Build the number 11 with ten frames:



1 Ten

1 One

Together, build the remaining teen numbers, 12 to 19. Encourage your child to notice patterns and similarities between the teen numbers. Talk about how the names of the numbers 11, 12, 13, and 15 sound different than the names of the other teen numbers.

One is a Snail Ten is a Crab also shows how smaller numbers can be combined to make 20, 30, 40, 50, 60, 70, 80, 90, and 100. For example on the pages for the number 30, the reader sees that 30 can be represented with 3 ten-legged crabs or with 10 two-legged people and 1 ten-legged crab. There are numerous ways to represent each of these numbers. Have fun coming up with your own ways together.

Ask your child what number they think will appear next and talk about combinations of creatures' feet that could add up to that number. For example, if your child thinks the next number in the story is going to be 50, talk about how many crabs that would be, how many snails that would be, and find combinations of different animals that add up to 50.

Examine the multiples of 10 together. Write 10, 20, 30, 40, 50… etc. on a piece of paper. Encourage your child to look for patterns in these numbers and to come up with a strategy for teaching someone else how to know what number comes next when saying or writing the multiples of 10. Ask your child to show you their strategy and explain how it works.

Ask your child what creative ideas they have for representing special numbers (i.e., phone number, birthday, etc.) using creature feet.

Age Level	Related Preschool Foundations and CA State Standards
Preschool/ TK	**Number Sense 1.0** Children begin to understand numbers and quantities in their everyday environment. **1.2** Recognize and know the name of some written numerals. **2.3** Understand that putting two groups of objects together will make a bigger group.
Kindergarten	**Counting and Cardinality K.CC.4.** Count to tell the number of objects.
Grade 1	**Number and Operations 1.0A.6.** Add and subtract within 20.