

From the Developing Number Concepts Series by Kathy Richardson

Goals:

- Explores how numbers are made up of tens and ones.
- Measures using single units instead of a ruler or yardstick so they can find out the number of tens and ones
- Thinks about why the objects we use to measure need to be the same size (can't mix large paper clips and small paper clips when measuring)
- Finds out the number of tens and leftover ones it takes
- Uses their knowledge of tens and ones to determine how many without counting by ones

Materials:

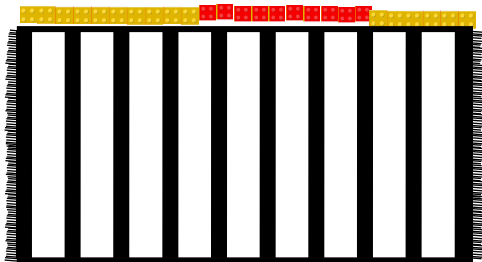
- Paper clips, Legos, or other objects to use for measuring
- Things that can be measured around the home
- Paper to record

Procedures:

1. The child finds something around the house to measure such as a chair, a rug, a table, a lamp, etc. and some objects to measure with.
2. Line up 10 of whatever you are planning to use to measure and then ask the child, "How many tens and leftover ones do you think it will take to measure the rug?"

For example: The child chooses to measure a small rug with Legos. He/she then estimates how many Legos it will take to measure the length of a rug and writes the number. The child may estimate that 32 Lego bricks will measure the length of the rug.

3. The child lines up the Legos, finds out how many tens and ones were used and writes it down. In this case, the child would write 2 tens and 6 ones. The child then write the total as 26.



Estimate	Tens	Ones	Total
32	2	6	26

4. The child selects something to measure and repeats.

What to watch for:

- Can the child organize the counters into tens and ones?
- Is the child able to tell how many counters have been used at any given time by seeing how many tens and ones or do they need to count by tens or by ones?
- Does the child want to make a new estimate as he gets closer to the end of the rug?