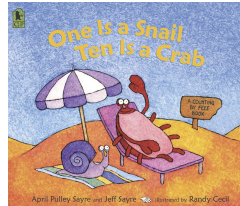


One is a Snail, Ten is a Crab



Task

Give each student a number between 21 and 100. Each student will create a picture using snails, people, and crabs to represent their number just like the pictures in the book. You could randomly assign numbers to students, purposefully assign them based on ability, or have them pick numbers you purposefully selected from a jar.

Standards and Learning Targets

Standard 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Standard 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones, called a "ten."
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Learning Target: Represent a number using tens and ones

Lesson Outline

Anticipate Strategies: Before you begin this lesson, be sure to anticipate the strategies your students might use to represent their number with crabs and snails using the [Picture Book Problem Monitoring Chart](#). For example, students might draw only snails, draw crabs and count by 10s and then draw snails, or they may know how many crabs to draw because they already understand tens and ones place value.

Launch: Read aloud *One is a Snail, Ten is a Crab*. Ask students to think about what they notice or wonder that could be answered using math.

Gather student ideas. Then propose the following task:

- **Kindergarten:** Give each student a number between 11 and 20. Each student will create a picture using snails, people, and crabs to represent their number just like the pictures in the book. You could randomly assign numbers to students, purposefully assign them based on ability, or have them pick numbers from a jar. Provide counters or snap cubes in sticks of ten for students who need concrete materials to consider the number of feet on each animal in their picture.
- **First Grade:** Give each student a number between 21 and 100. Each student will create a picture using snails, people, and crabs to represent their number just like the pictures in the book. You could randomly assign numbers to students, purposefully assign them based on ability, or have them pick numbers you purposefully selected from a jar. Provide counters or unifix cubes in sticks of ten for students who need concrete materials to consider the number of feet on each animal in their picture.

[Snail and Crab Number Pictures Recording Sheet](#)

Explore: Give students 10 minutes or so to draw their number picture using snails and crabs. Provide manipulatives such as unifix cubes in sticks of ten or counters for students who need concrete materials to get started on their picture.

Be sure to allow students to approach representing the number their own way. As students work, ask questions about their thinking. Support students struggling to begin by asking what they know about the number, like about how many tens and ones it has.

Summarize: As students share their number pictures, be sure to ask how many tens and ones there are in their number. Then have students place their number on a number line, explaining how they know where the number goes.

Extension Ideas:

- Allow students to use any animal
- Extend the number line to 120

Thank you for using one of our Picture Book Tasks! We would love to know more about your students' strategies when solving the problem, ideas you had for improving the task, and other math problems you and your students noticed or wondered about after reading the book.

Please complete our [Picture Book Task Survey](#) so that we can learn more about your experience teaching, how students solve problems, and improve our Picture Book Task Bank.