

Goal: As you count to 100, jump on 10, 20, and other multiples of 10

Grades: K–6+

Minimum number of participants: 2

Suggested grouping: divide into 4–6 per group

Time: 10 minutes or less

Math: counting by 2's, 5's, and 10's; place value; number patterns

Materials:
none

Prerequisites: some counting

Books about counting by 1's, 10's, and other numbers:

One Hundred Angry Ants. Pinczes, Elinor. (Houghton Mifflin, 1999).

One Is a Snail, Ten Is a Crab: Counting By Feet. Sayre, April. (Candlewick, 2006).

Before beginning

Decide what to count by.

Easy. 1 or 2

Medium. 5 or 10

Hard. 3, 4, 7, or 2 1/2

1 Count and jump

Everyone jumps when someone says a number ending in 0 (10, 20, 30, etc.).



2 When will we reach 100?

Stop once or twice during the count to ask about the next “jump” number:

Talk About...

The last person said “40.” Will we jump next time someone says a number? Why or why not?

3 Keep counting

Continue until you reach or pass 100.

Variations

Jumping to 20 (easier). Count by 1's to 20. Jump every other number.

Number actions (harder). Clap on an even number or stamp a foot on multiples of 3. What numbers have more than one action?

Fill it or spill it (easier). Put a large container on the table and ask children to predict how many cups of water (or packing peanuts or some other material) will fill it. Children go around the circle, adding a cup of water and keeping count of how many cups in all, until the container is filled.

Math Section

In this activity, children “act out” skip-counting patterns, such as 3, 6, 9, 12... and 5, 10, 15, 20. As children work with these patterns, they gain familiarity with multiples.

Early elementary grades: Connect spoken and written numbers

As children listen for the next “jump” number, they need to think about how to write each number. Children also work with patterns of 10’s and 1’s.

Will anyone jump this time around? What number will we jump on? How do you know?

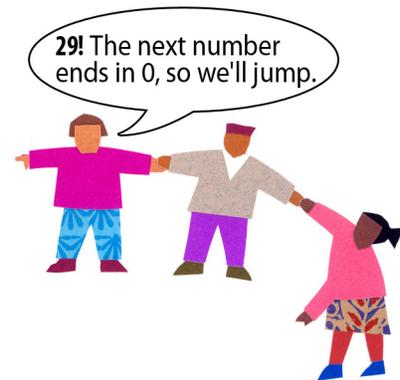
Middle elementary grades: Explore number patterns

Children in these grades may begin to notice that counting by larger numbers get them to 100 faster.

Will we get to 100 going around the circle once when we count by 2? What about when we count by 10? Why do you think so?

They also begin to reason about which numbers are included in different number patterns.

Will we say 100 if we count by 3? What’s a number in the 40’s that we will say if we count by 3? How do you know?



Upper elementary grades: “Act out” common multiples

Try two actions. For instance, jump on multiples of 10 and clap on multiples of 3. Ask for predictions about which numbers will involve both actions: Those numbers are the common multiples of 10 and 3.

Will you ever clap and jump on the same number if we count to 20? to 40? to 100?

What’s a number over 30 on which you’ll clap but won’t jump? Jump but won’t clap? How do you know?

For more challenge, add a third action on a different set of multiples, for instance, stamp a foot on even numbers (multiples of 2).

What’s a number on which you’ll clap, jump, and stamp? Just clap and stamp? What about a number that doesn’t involve any actions?