



One is a Snail Ten is a Crab Lesson Plan for Grades 1 and 2

Launch

Show a chart with the pictures of the animals and the number of feet they have (see chart below)



How many feet do each of these animals have?

What else do you notice?

ASK: “What do you notice about our chart? How many feet do each of these animals have?”
Have students talk with a partner.

Read the book, asking questions along the way such as:

“What do the authors mean when they say *7 is an insect and a snail?*”

“Why is 30 a crab and ten people?”

“Why is 50 ten dogs and a crab?”

“What combination of animals could make 100?”

Provide a Model

SAY: “Let’s create a picture of some animals from the book and count their feet.”

Elicit some ideas from students. Each time a student suggests an animal from the book, draw a picture of it on chart paper. Then ask the students to talk with a partner and figure out how many feet altogether.

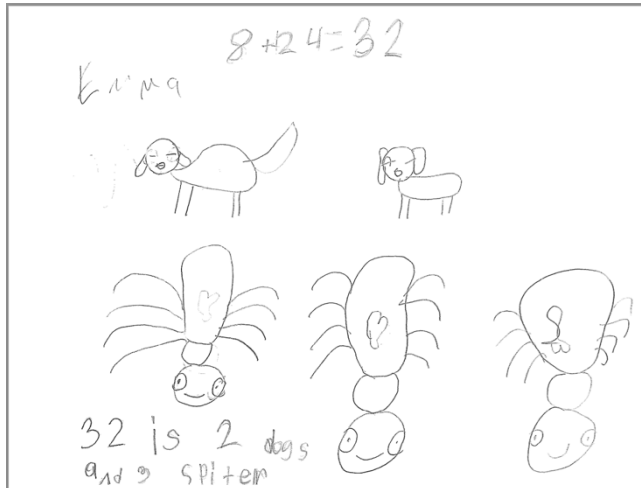
Write underneath the picture:

_____ (number of feet) is _____ (example: 26 is 2 crabs, a person, and a dog).

Ask students for a number sentence to go with it (example: $10+10+2+4=26$).

Explore Making a Class Book

Students create their own picture, sentence, and equation (see example below).



Summarize the Lesson with a Guessing Game

Use one of the numbers from one of the student's stories that represents the total number of feet (example: 18) that a group of animals could have.

ASK: "What animals could have a total of 18 feet?"

Possible student responses:

"One crab and a spider."

"One crab and two dogs."

"One crab and eight snails."

"One crab and four people."

Continue by showing a different number that represents the total number of feet that a group of animals could have. Elicit ideas from the class.