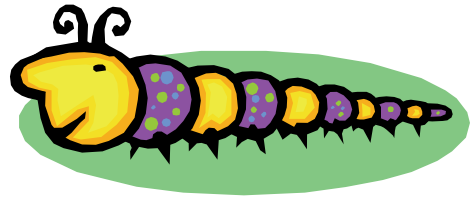


One Hundred Shoes



1

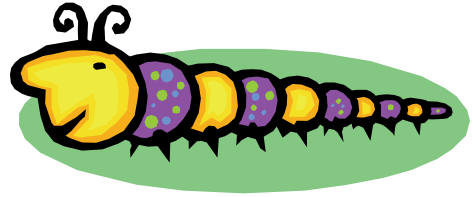
10

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34

One Hundred Shoes



NUMBER SENSE ACTIVITY:

- Read ***One Hundred Shoes*** by Charles Gigna.
- Discuss the meaning of centipede, relating the “cent” in centipede to cent (penny) in a dollar.
 - A dollar is worth 100 **cents** (pennies).
 - A **centipede** has 100 legs.
 - There are 100 **centimeters** in a meter.
- Distribute copies of the One Hundred Shoes student worksheet.
- Discuss the centipede with students, noting that a centipede has 100 legs and feet. How many body parts does it have, not counting the head?
- Ask students to write in the missing numbers on the centipede to answer this question.
- Tell students to draw two legs on every body segment.
- Have students point to each leg and count silently by 1s to be sure that their centipedes have 100 legs.
- Ask students if there is a faster way to count the legs?
- Ask a student to lead the class in counting by 2s to 100.

CENTIPEDE PATTERNS:

- Students need these crayons: green, yellow, black, red.
- Tell students that this centipede likes to wear fancy-colored clothes to match the fancy shoes. Ask students to follow the directions to color their centipedes.
- Ask students to color segments 2, 4, and 6 GREEN.
- Ask students to color segments 1, 3, and 5 YELLOW.
- Then ask students if they see a pattern in the colors. Have students tell the pattern they see then ask students to continue the pattern.
- Count by 10s to 100. Ask students to make BLACK polka dots on these counting by 10s numbers.
- Count by 5s to 100. Ask students to make RED stripes on these numbers. NOTE: Monitor student work to be sure that 10 is GREEN with BLACK polka dots and a RED stripe., 5 is YELLOW with a RED stripe.
- Ask small groups to talk about the color patterns they see in the centipedes.
- Lead a class discussion of the centipede patterns and why some numbers are colored and striped, or colored, striped, and polka-dots.