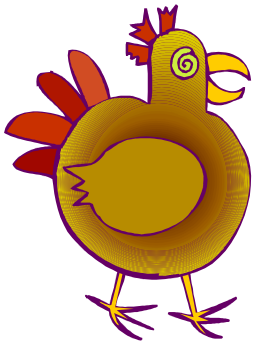
Chicken Scramble 2

Where are they now?

The student counts on by ones.
The student does not treat ten as a composite unit for counting but rather as ten single units.

Where to next?

The student treats ten as a composite unit and can count by tens and ones. Count large collections more efficiently.



Why?

Reorganising single units into groups of “ten” assists students to see ten as a composite unit. This understanding will aid students’ knowledge of place value.
Part of the sequence of developing an understanding of place value moves from students seeing ten as a composite unit to students using tens and ones to find the total of two, two-digit numbers.

Materials

- A large number of stackable counters (approximately 45 per student) in a single container

How?

Ask students to sit their hands in a circle - they are 'chickens' waiting to be fed. Place the counters in the middle of the group.
The teacher calls out “go chickens go” and the students reach in and take their 'food'.
When all the counters have been taken, the teacher asks students to look at each pile to determine if the 'food' has been shared equally.
If not, counters can be moved from pile to pile to try to even the share
Have students count the number of counters in front of them as quickly as they can.
Watch how each student arranges the count. If they are counting by ones or twos, stop them and ask if there is a quicker way to do this.
Encourage students to organise their counters into groups of 10.
Model counting by 10s while pointing to each group in a collection, then counting on by ones to complete the count once all of the groups of 10 have been counted.
Initially allow each student in the group to try this strategy in turn, getting the group to count along. Once the students are more confident, they could each try this strategy on their own to determine how many counters they have, then cross-check with a partner.

Extensions

Use strategies to count other large collections, eg, dry dog food for a 'dog food pie', or pasta pieces for a 'pasta salad' etc. Work towards a count by 10s, organised in arrays as the most efficient and easy to check strategy.