

Name the Amount

Topic: Number Sense to 100

Object: Recognize visual representations of numbers to 100.

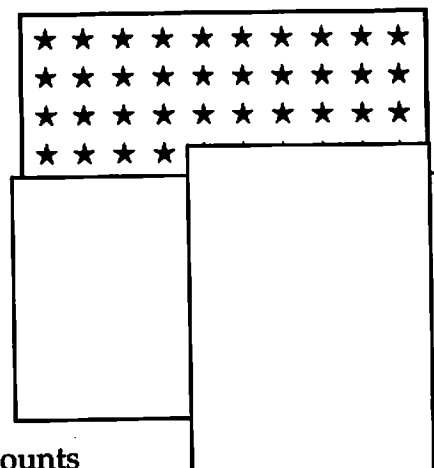
Groups: Whole class or small group

Materials

- transparency of *Name the Amount*, p. 103
- two 5-by-8-inch cards
- 100 Chart for each child, p. 139
- counter for each child

Directions

1. The leader makes the desired arrangement with overhead projector off. The leader displays two rows of ten stars (one 5-by-8-inch card covers eight rows of ten stars). The leader asks children to identify the amount shown. Children indicate their responses, by covering that number on their 100 Charts with counters. The leader asks, "How many rows of ten?" (Children respond, "There are two rows of ten.") "How many stars?" (Children respond, "20.")
2. The leader continues this procedure by displaying amounts equaling various multiples of ten, and having children verbalize and identify each displayed amount.
3. Using a second 5-by-8-inch card, the leader displays amounts other than multiples of ten. When showing a partial row, the leader displays stars from left only.
Example: Leader displays 34 and asks, "How many rows of ten stars and how many extra stars are there?" (Children respond, "Three rows of ten stars and four extra stars.") "How many stars are there?" (Children respond, "34.")
4. The children indicate their response by covering the matching number on their 100 Chart.
5. The leader continues to provide visual clues for various numbers on the 100 Chart and the children identify the amounts with their one counter on their 100 Chart.



Tip Emphasize numbers under 50 at first and proceed cautiously to numbers beyond.

Making Connections

Promote reflection and make mathematical connections by asking:

- What helped you easily identify the displayed amounts?
- How was the 100 Chart helpful in this activity?