

The Centipede's 100-Step Dance: A Journey to 100

Lesson Overview

Target Audience: Kindergarten (Small group or Homeschool)

Duration: 15 Minutes

Subject: Mathematics - Number Sense & Counting

Materials Needed

- A large 100-square chart (printed or displayed on a screen)
- A small ball or beanbag
- Optional: 10 small containers (cups) and 100 small items (beans, pennies, or Lego bricks)
- A "Magic Wand" (a pointer, ruler, or even a fun stick)

Learning Objectives

By the end of this lesson, students will be able to:

- Identify and recite numbers in sequence from 1 to 100.
- Recognize the visual patterns in a 100-chart (specifically counting by tens).
- Demonstrate 1-to-1 correspondence through physical movement.

1. Introduction: The Centipede's Big Goal (2 Minutes)

The Hook: "Imagine a very stylish centipede named Carlos. Carlos has 100 feet, and he wants to buy a different colorful sock for every single foot! But there's a problem—Carlos can only count to ten. If he can't count to 100, he won't know if he has enough socks! Can we help him reach the giant number 100?"

Objective Statement: "Today, we are going to use our voices and our bodies to master the 100-chart so Carlos can get his socks!"

2. Instruction: The "I Do" - Finding the Shortcuts (3 Minutes)

Display the 100-chart. Use the "Magic Wand" to point as you speak.

- **Model the Pattern:** "Look at the chart. It looks like a big building with floors. Each row has 10 rooms. When we get to the end of a row, we go down to the next floor."
- **The 'Tens' Shortcut:** Point to the far-right column (10, 20, 30...). "These are our 'Power Numbers.' Let's say them together: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100! These are the milestones that help us reach 100 faster."

3. Guided Practice: The "We Do" - Movement Counting (6 Minutes)

Engage the students in a high-energy counting relay. This connects the abstract numbers to physical rhythm.

- **The Step-and-Count:** Have students stand up. For numbers 1-9, 11-19, etc., students march in place. Every time they hit a "Power Number" (a multiple of 10), they jump as high as they can and shout the number.
- **The Beanbag Toss:** Pass a beanbag or ball around the circle. Each person says the next number in the sequence.
 - *Teacher:* "1" (Tosses to student)
 - *Student A:* "2" (Tosses to student B)
 - *Student B:* "3"
- **Speed Round:** Try to count from 80 to 100 as fast as possible while clapping the rhythm.

4. Independent Practice & Assessment: The "You Do" (3 Minutes)

The Mystery Number Game:

- Cover three random numbers on the 100-chart with small pieces of paper or your hands.
- Ask the student: "Carlos lost three socks! Looking at the numbers around the empty space, can you tell me which number is hiding?"
- **Success Criteria:** The student can correctly identify the missing number by using the numbers before/after or the column pattern as a clue.

5. Conclusion: The Victory Lap (1 Minute)

Recap: "We did it! We showed Carlos that after 99 comes the big 1-0-0. We learned that counting to 100 is just like counting to 10, ten times over!"

Final Celebration: Do 10 giant claps to celebrate reaching 100.

Adaptability & Differentiation

- **For Struggling Learners (Scaffolding):** Focus only on rows 1-30. Use a "number line" instead of a full grid to reduce visual overwhelm.
- **For Advanced Learners (Extension):** Ask them to count backward from 20 to 1, or challenge them to find all the numbers on the chart that end in a "5."
- **For Homeschool/Solo Context:** Instead of passing a ball, the student can toss a ball into a basket for every 10 numbers reached.
- **For Sensory Learners:** Use a "100-bead" string or abacus so they can physically slide a bead for every number spoken.