



THE HUNDREDTH NAME by Shulamith Levy Oppenheim

When Salah's camel learns Allah's Hundredth name, it pleases the camel and makes him happy. This book is a beautiful way to introduce another culture to your students. The illustrations depict Muslim life in Egypt complete with prayer rugs, feluccas (boats) on the Nile, and tessellations. The number 100 is a magic number for many of us. One hundred pennies equals a dollar (a small fortune when I was a child). If one is fortunate enough to live one hundred years she/he will get a happy birthday call from our president. It has become popular to celebrate the one hundredth day of school; these would be some good activities to do around that time.

To transition to these activities talk with them about the number 100 and about how large or small a quantity that can be depending on what you are measuring. Also talk to your students about money and review with them the value of pennies, dimes and nickels.

MATERIALS: Activity #1-- "My Name Costs" sheets, pencils, crayons (optional); Activity #2 "Which 100 is Heavier?" sheets, balance scale or teeter scale (one per group), bags of 100: popsicle sticks, paperclips, color clips, unifix cubes, teddy bears (math counter type), Styrofoam pellets, cotton balls, beads, small paper clips, brads, safety pins, whatever you decide. Make sure each bag is clearly labeled.

ACTIVITIES: Activity #1-- See attached sheet. Have your students use the "code" on this sheet to see how much they are worth. Have them find each letter of their name(s) and determine the corresponding amount. Have them write that amount on the line followed by a plus (+) sign. When they have found the value for each letter, have them add them up and see how much their names cost. For very young children, you may wish to have them do only their first names; older students could do their first and last or even first middle and last. Perhaps one student's name is worth a dollar!
Activity #2 -- Have 100 of each item bagged, labeled, and ready. You may wish to have two sets and rotate them. You will need a balance for each group unless you

decide to do it as a demonstration for the whole class. Have your student choose two bags to compare. Have them write the name of the bagged items (they may copy the name off the bag) in the boxes on their sheets, one on each side of the line. Have them put both items in the balance -- one on each side. When they have determined which is heavier, have them circle that box, Have them remove one or both bags from the balance and choose one or two others to compare. You may wish to make the sheet longer to accommodate more items. First, have your students estimate which item will be heavier. If time permits, have them rank all of the items in order from lightest to heaviest.

SOURCE: Mary Major, *The Tooth Day*, a presentation at the ECCC, Torrance, CA, 2001.

ART CONNECTION: Talk about tessellations; have the children make their own tessellations.

STANDARDS:

BSL: 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.12, 2.1, 3.1, 4.6, 9.1, 12.1, 12.2, 12.4, 12.8

NCTM: 1a, 2a, 3b, 4d, 6b, 6c, 6d, 8a, 8d, 10a, 12a

SCS: A1 A2, B1, D1, E1, H2, H3

Oppenheim, Shulamith Levy. *The Hundredth Name*. Illus. by Michael Hays. Honesdale, PA: Boyds Mills Press, Inc., c1995. ISBN#1-56397-183-6.

A	
B	
C	
D	
E	
F	
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M	
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P	
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V	
W	
X	
Y	
Z	

My name costs _____

Which 100 is heavier?

Name _____

Circle your answer.

100	<input type="text"/>	or	100	<input type="text"/>
100	<input type="text"/>	or	100	<input type="text"/>
100	<input type="text"/>	or	100	<input type="text"/>
100	<input type="text"/>	or	100	<input type="text"/>
100	<input type="text"/>	or	100	<input type="text"/>