SCL 1.1

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Place Value

The teacher will orally state the numeral that the child is to identify by coloring that specific numeral with a specific color.

Materials: each child will need a blackline copy of the hundred's board, purple, yellow, green crayons.

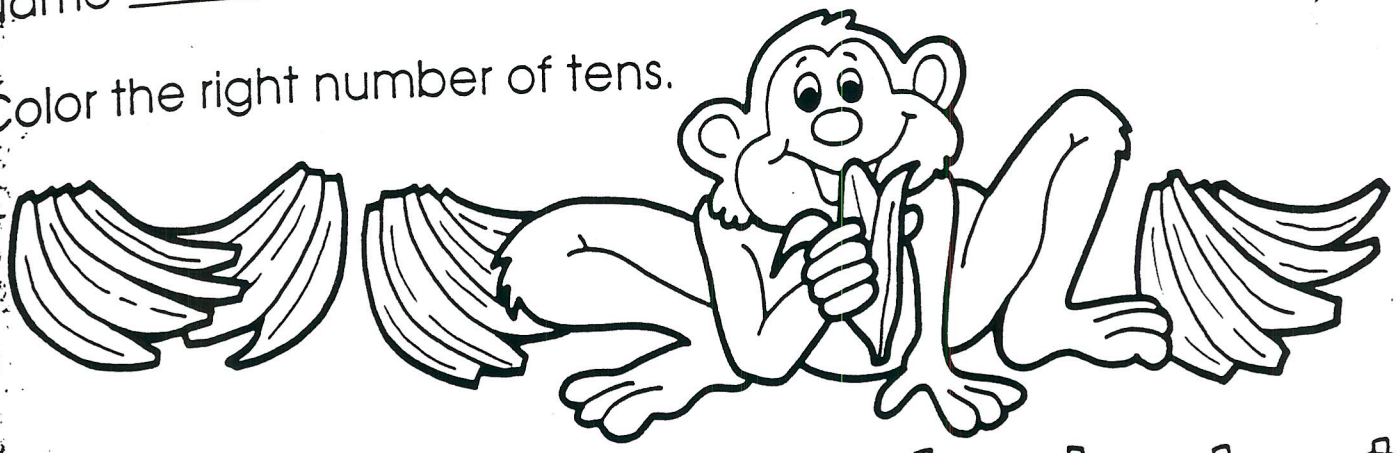
"Place Value from 1 - 100"

1. Color the numeral that has 2 tens and 3 ones - yellow.
2. " " " " " 1 ten and 0 ones - purple.
3. " " " " " 4 tens and 4 ones - green.
4. " " " " " 3 tens and 9 ones - yellow.
5. " " " " " 6 tens and 8 ones - purple.
6. " " " " " 9 tens and 3 ones - green.
7. " " " " " 5 tens and 7 ones - yellow.
8. " " " " " 1 ten and 2 ones - purple.
9. " " " " " 7 tens and 0 ones - green.
10. " " " " " 8 tens and 8 ones - yellow.
11. " " " " " 0 tens and 7 ones -purple.
12. " " " " " 7 tens and 9 ones - green.
13. " " " " " 6 ones and 3 tens - yellow.
14. " " " " " 0 ones and 6 tens - purple.
15. " " " " " 9 Ones and 9 tens - green.

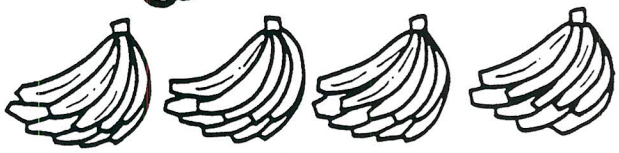
* This may be used as an activity or as an assessment. Children could be given a copy of the hundred's board and use tokens to cover the numeral rather than coloring it.

Name _____

Color the right number of tens.

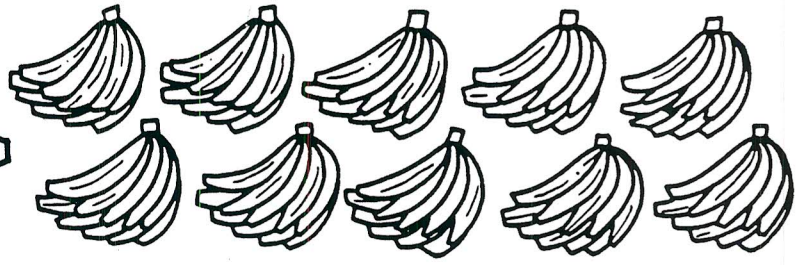


1. Color 20 green.



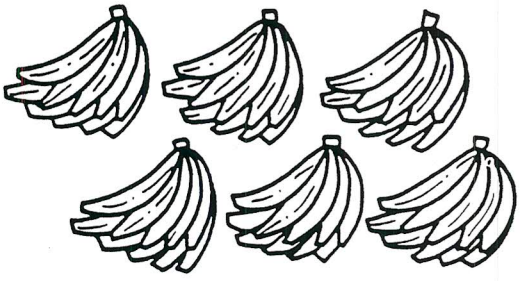
2. Color 40 yellow.

3. Color 80 yellow.

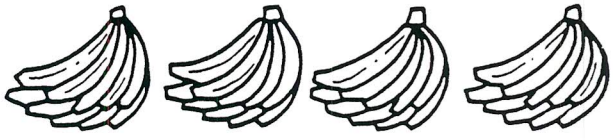


4. Color 10 green.

5. Color 60 yellow.



6. Color 30 green.



* **Bonus:** On the back, write the tens from 10 to 90. (10, 20, . . .)

Name_____ Date_____

Read the tens and ones. Print the correct number on the line.

5 tens and 7 ones = _____	3 tens and 8 ones = _____
6 tens and 9 ones = _____	4 tens and 8 ones = _____
3 tens and 2 ones = _____	5 tens and 3 ones = _____
6 tens and 4 ones = _____	7 tens and 8 ones = _____
2 tens and 1 one = _____	9 tens and 1 one = _____
5 tens and 5 ones = _____	4 tens and 4 ones = _____
7 tens and 7 ones = _____	5 tens and 6 ones = _____
8 tens and 7 ones = _____	8 tens and 9 ones = _____
8 tens and 8 ones = _____	2 tens and 8 ones = _____

Name_____ Date_____

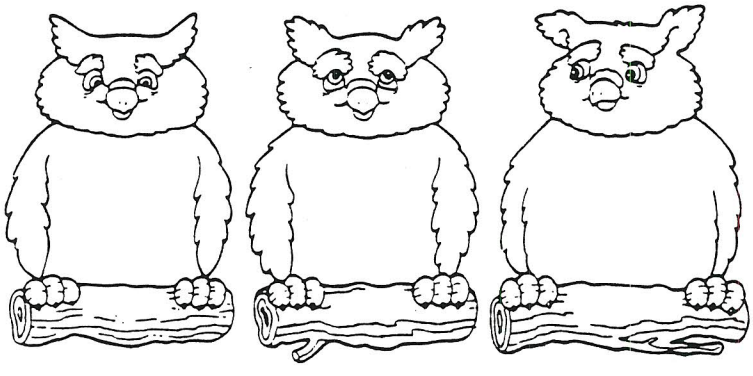
Read the tens and ones. Print the correct number on the line.

7 tens and 3 ones = _____	8 tens and 9 ones = _____
2 tens and 8 ones = _____	5 tens and 4 ones = _____
3 tens and 9 ones = _____	7 tens and 8 ones = _____
7 tens and 5 ones = _____	1 ten and 6 ones = _____
6 tens and 0 ones = _____	6 tens and 3 ones = _____
3 tens and 6 ones = _____	5 tens and 8 ones = _____
4 tens and 5 ones = _____	2 tens and 5 ones = _____
8 tens and 7 ones = _____	3 tens and 0 ones = _____
5 tens and 0 ones = _____	1 ten and 9 ones = _____

Who Knows the Numbers?

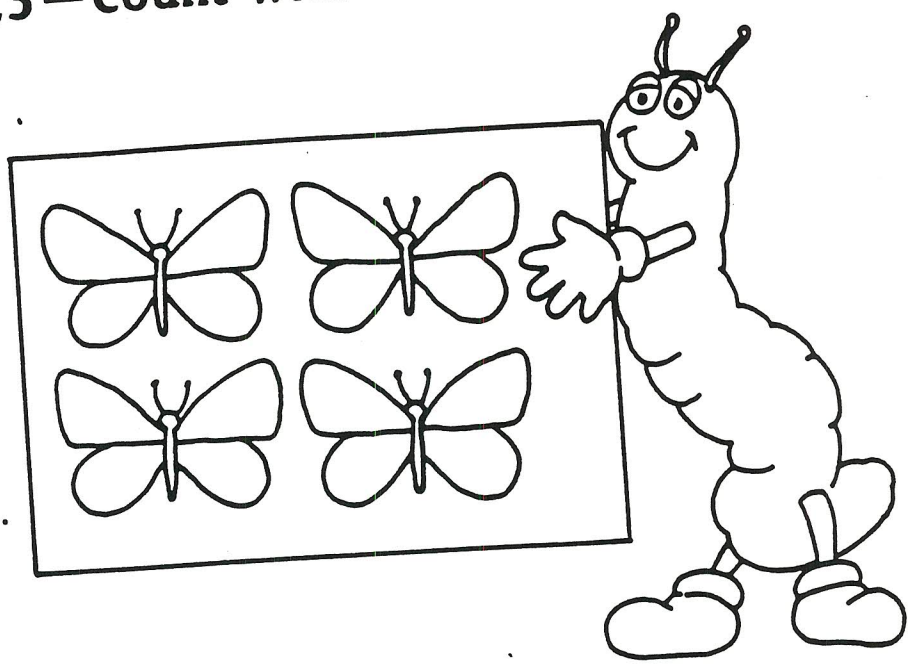
Write the missing numbers.

1	2	3	4						
				15			18		
21					26				
	32								
								49	
						57			
			64						70
					76				
							88		
	92								



Name _____

1,2,3—Count With Me



How many butterflies
Do you see?
Come and count
By ones with me.

There are ___butterflies.

Fill in the missing numbers.

1 2 3 ___ ___ 6 7 8 ___ 10

20 ___ ___ 23 24 ___ ___ 27 28 ___

38 ___ 40 ___ ___ ___ 44 45 46 ___

___ 53 54 ___ ___ 57 ___ ___ ___ 61

63 ___ 65 66 ___ ___ ___ 70 ___ ___

70 ___ ___ 73 ___ ___ ___ 77 ___ ___

___ 85 ___ ___ ___ ___ 90 ___ ___ ___

91 ___ 93 ___ ___ 96 ___ ___ ___ ___

Roll and Color It!

Roll and Write It!

4 in a Row

Filled 100s board
Blank 100s board
Colored pencil
2 crayons-1 color per player
2 digits cube 0-9

Roll and Color It!
This game uses a complete 100s board. Player 1 rolls both cubes and makes a 2 digit number (78 or 87) and then find it on the 100s board. Call out the number and color it with your crayon. Then the other player takes a turn. The object is to color in the 100s board together.

Roll and Write It!
Roll and write is played the same way but on an empty 100s board. With each roll a player records the number on the 100s board. The goal is to complete the 100s board together.

The game can also be played as a strategy game. It is called **4 in a row**. The object is to color or write in 2 numbers in a row. The game can be played again and again on the same board collecting as many 4's as possible.

Roll and Color It!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Roll and Write It!

1	2	3	4	5	6	7	8	9	10
									100

Using the Beaded Number Line

Goal: Students can compute addition and subtraction up to one hundred in their heads using number sense and mental estimation.
Materials: 50 beads of one color, 50 beads of another color, and 2 yds. of lanyard string, paper clip or key ring, 6 to 8 clothes pins (all of these materials are per person)
How to make the beaded number line:

Double the lanyard string and tie a knot in it twice. Then string 10 beads of one color and then 10 beads of another color. Continue stringing the beads alternating the colors in groups of 10. When finished with the beads, place the paper clip or key ring on the end of the lanyard string to hold the beads on from that end.

Prior Knowledge:

- Counting to 100
- Add and Subtract numbers up to 20 easily without counting
- Use this strategy before students are fluent in using algorithms

Activities:

- Perform addition and subtraction on beads using jumps not counting
- Count by tens forward and backward
- Count by ones from any given number forward and backward
- Locate a number on the string with beads
    - 12, 21 are numbers from a ten (12 is 2 more than 10, 21 is one more than 20)
    - 19, 38 are numbers from the next set of 10 (19 is 1 back from 20, 38 is 2 back from 40)
    - Make sure students realize that when counting they must include the beads up to the number and the bead of the given number

Possible Questions:

- How many beads are on the string?
- How can we count by tens on the beads? Can you count backwards?
- How many beads are in each color group? How can you count from 20 to 60? How can you count from 70 to 40?
- What number is this? (point to a number for them that is not a multiple of 10)
- Can you count from 43 to 47? 56?
- Can you count from 43 to 38? 33?
- Where is the number 12? 21? 42? 19? 38? 79?
- How could we find 63? 13?

Play "Guess My Number"

Choose a number on the beads and have students ask questions such as is it smaller than 60 or is it larger than 10 until they can guess the number.

Example:

Is your number larger than 28? (yes)
Is your number smaller than 72? (yes)
Is your number even? (no)
Is your number odd? (yes)
Is your number larger than 50? (yes)
Is your number less than 60? (yes)
Is the sum of the digits equal to 8? (yes)
Is your number 53? (yes)

Rounding with the Beaded Number Line

Using the beaded number line, have students represent the number 52 by marking it with a clothes pin. Talk with the students about what groups of 10 is the number 52 between (50 and 60). Mark 50 and 60 with clothes pins to show the tens that 52 is between. Then talk about which is 52 closer to …50 or 60 and why. The visual representation really helps the students see how closely the number is to either the lower group of tens or the higher group of tens and provides the explanation of why we tell students to round up if 5 or higher and round down for 4 and below. Try this with many numbers so that students have many opportunities to use the number line and build the relationship of why we round a number up or round a number down.

The Beaded Number Line
Two- digit Addition and Subtraction Strategies

Ask students to show you the number 37 on the beaded number line and mark it with a clothes pin. Talk about what they see in the number 37, how many groups of ten and how many ones. Then have them show how they would add on 26.
Some students will add only by ones from 37 on.
Others will add the 2 groups of ten from 26 and then the six other ones.
Another strategy will be to see that they have 3 more to get to the next ten from 37. The student will retain the 3 from the 26 and then add the other 2 groups of ten. Then they know they only need 3 more from the 26. They are then at 63. The students may use the clothes pins to show each of the parts of their jumps to help them see what they have used in solving the problem.
37 beads, clothes pin, 3 beads, clothes pin, 20 beads, clothes pin, 3 beads clothes pin = 63 beads
Addition and Subtraction of two digit numbers

37 + 26 =
48 + 21 =
99 – 17 =
75 – 26 =

54 + ____ = 78
28 + ____ = 76
25 + ____ = 100

After doing these kinds of problems whole group and having students tell how they found the answer by thinking about the number of jumps to get their answer, have student s then do a worksheet using the beads and explaining their jumps.