Reproducibles

The following reproducibles are referenced and used with individual Lessons and Games:

All reproducibles are also available as downloadable, printable versions at www.mathsolutions.com/itmakessensehundredschart.

Arrow Clue Cards: Sets A–C

48 ↓ → = ?

Set A

27 ↓ ↓ = ?

Set A

60 ↑ ↑ = ?

Set A

32 ↓ ← = ?

Set A

13 → ↓ = ?

Set A

97 ← ↑ = ?

Set A

Answer Key

(Answers are provided for left column cards first, then right column.)

Clue #1: 59

Clue #2: 40

Clue #3: 24

Clue #4: 86

Clue #5: 47

Clue #6: 41

54 $\downarrow \rightarrow \downarrow$ **= ?**

Set B

8 $\rightarrow \downarrow \downarrow$ **= ?**

Set B

15 $\leftarrow \leftarrow \uparrow$ **= ?**

Set B

41 $\rightarrow \downarrow \rightarrow$ **= ?**

Set B

78 $\downarrow \rightarrow \uparrow$ **= ?**

Set B

Answer Key

(Answers are provided for left column cards first, then right column.)

Clue #1: 75

Clue #2: 3

Clue #3: 29

Clue #4: 53

Clue #5: 79

Clue #6: 43

62 $\uparrow \rightarrow \uparrow$ **= ?**

Set B

16 ↓↓→↑ = ?

Set C

29 ↓→↖ = ?

Set C

49 ↑↗←← = ?

Set C

36 ↙↓→→ = ?

Set C

62 ↘→↓ = ?

Set C

85 ←↑↗ = ?

Set C

Answer Key

(Answers are provided for left column cards first, then right column.)

Clue #1: 27

Clue #2: 28

Clue #3: 75

Clue #4: 65

Clue #5: 29

Clue #6: 57

Spinners: One Less or One More and –1 or +1

one less | **one more**

–1 | **+1**
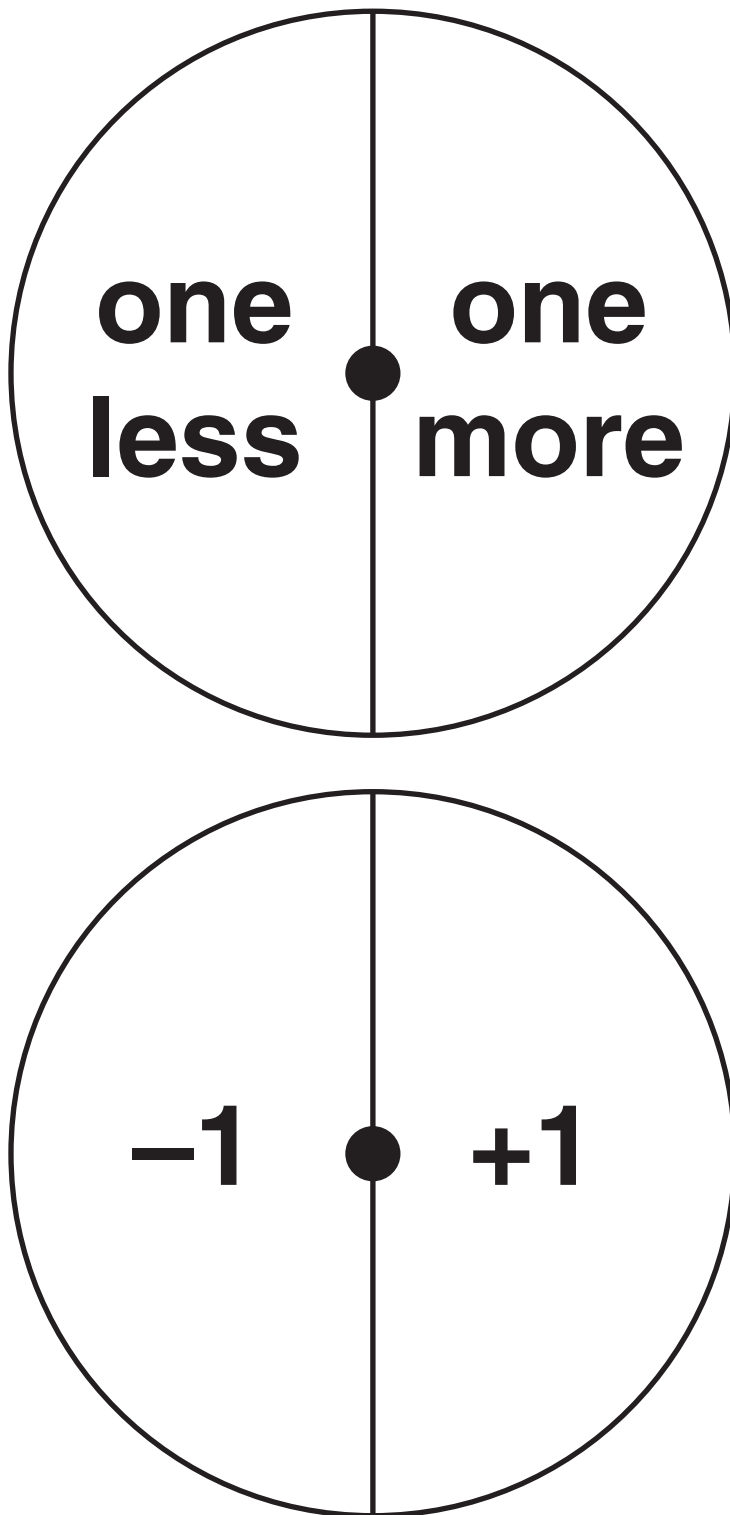
1. Pass out 1 large paper clip.
2. Use the tip of a pencil to keep the paper clip on the spinner.
3. Spin the paper clip while holding the pencil or have a partner hold the pencil while you spin the paper clip.

Blank Counting Board: 1–20

Blank Counting Board: 1–30

Blank Counting Board: 1–50

Numbered Counting Boards: 1–20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Numbered Counting Boards: 1–30

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

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

Numbered Counting Board: 1–50

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

Teacher Checklist: One More or One Less

Student Name and Date	Knew Answer Instantly	Used a Strategy Like Counting from a Benchmark Number	Used the Hundreds Chart	Used the Hundreds Chart and Counted from One	Was Not Able to Find the Correct Number

Teacher Checklist: Ten More or Ten Less

Student Name and Date	Knew Answer Fairly Quickly	Used the Hundreds Chart and Moved in Increments of Ten	Used the Hundreds Chart and Counted by One from the Number	Was Not Able to Find the Correct Number

Hundreds Chart Riddles: Sets A–C

Set A (Use with Reproducible A, The Hundreds Chart)

Riddle Set A, Number 1

1. My number is more than 5.
2. My number is smaller than 20.
3. My number has the digit 7 in it.
4. My number is 1 more than 6.

Riddle Set A, Number 2

1. My number is smaller than 23.
2. My number is more than 10.
3. My number has the digit 1 in it.
4. My number is 1 more than 13.

Riddle Set A, Number 3

1. My number is more than 9.
2. My number is smaller than 25.
3. My number has the digit 0 in it.
4. My number is the sum of 5 + 5.

Riddle Set A, Number 4

1. My number is smaller than 28.
2. My number is more than 10.
3. My number has the digit 2 in it.
4. My number is 20 + 5.

Set B (Use with Reproducible 8, Numbered Counting Board: 1–50)

Riddle Set B, Number 1

1. My number is more than 15.
2. My number is less than 40.
3. My number is even.
4. My number is the sum of 10 + 8.

Riddle Set B, Number 2

1. My number is less than 34.
2. My number is greater than 8.
3. My number is said when skip-counting by 5s.
4. My number is 10 + 10.

Riddle Set B, Number 3

1. My number is greater than 17.
2. My number is less than 43.
3. My number is odd.
4. My number is the sum of 10 + 10 + 3.

Riddle Set B, Number 4

1. My number is less than 16.
2. My number is greater than 4.
3. My number is said when skip-counting by 2s.
4. My number is the sum of 6 + 6.

Set C (Use with Reproducible A, The Hundreds Chart 1–100)

Riddle Set C, Number 1

1. My number is greater than 25.
2. My number is less than 88.
3. My number has a 4 in the 1s place.
4. My number is the sum of 24 + 20.

Riddle Set C, Number 2

1. My number is less than 72.
2. My number is greater than 36.
3. My number is said when skip-counting by 10s.
4. My number is the difference between 70 and 30.

Riddle Set C, Number 3

1. My number is greater than 48.
2. My number is less than 91.
3. My number is odd.
4. My number is the sum of 57 + 10.

Riddle Set C, Number 4

1. My number is less than 65.
2. My number is greater than 15.
3. My number has a 2 in the 10s place.
4. My number is the difference between 10 and 30.

Missing Number Puzzles: Sets 1–4

Set 1

32

25

67

49

53

82

16

91

Set 2

45

18

66

73

22

84

100

58

36

Set 3

(Missing Number Puzzles, *continued*)

Set 4

	77	

51		

		25

		86

62	

Missing Number Puzzles Assessment

Puzzle 1 grid with 42

Right grid with 75

Middle grid with 16

Bottom grid with 19

From Here to There Word Problems

Name: _____

1. The temperature in Fond du Lac, Wisconsin, is 48 degrees. The temperature in Houston, Texas, is 80 degrees. What is the difference in temperature between the two cities?

2. The temperature in Gary, Indiana, is 39 degrees. The temperature in North Little Rock, Arkansas, is 67 degrees. What is the difference in temperature between the two cities?

3. The temperature in Colorado Springs, Colorado, is 32 degrees. The temperature in Spring, Texas, is 85 degrees. What is the difference in temperature between the two cities?

4. The temperature in Washington, DC, is 55 degrees. The temperature in El Paso, Texas, is 92 degrees. What is the difference in temperature between the two cities?

Number Chart Bingo! Cards

Set A: Kindergarten Set

The number that is 1 more than 24. (25)	The number that is 1 less than 16. (15)	A number you say when you count by twos. (2 through 48, even numbers)
The number that is 10 and 1 more. (11)	The number that comes between 17 and 19. (18)	A number between 20 and 25. (21, 22, 23, 24)
A number that is less than 10. (1 through 9)	A number that is more than 20. (21 through 50)	The number that is 2 more than 8. (10)
5 + 5 (10)	The number that comes between 7 and 9. (8)	The number that is 1 more than 30. (31)
The number that is 1 less than 28. (27)	The number that is greater than 32 and less than 34. (33)	The number that is 1 more than 46. (47)

A number you say when you count by fives. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50)	The number that is 26 and 1 more. (27)	The number that is 1 less than 50. (49)
A number that is more than 30. (31 through 50)	A number in the 40s. (40 through 49)	The number that is 1 more than 42. (43)
The number that comes between 12 and 14. (13)	The number that is 1 more than 19. (20)	A number in the 30s. (30 through 39)
The number that is 1 less than 42. (41)	The last number on the chart. (50)	A number that is 1 less than 2. (1)

Set B: First Grade Set

The number that is 2 more than 6. (8)	A number you say when you count by tens. (10, 20, 30, 40, 50)	The number that is the sum of 5 and 2. (7)
The difference between 8 and 5. (3)	The sum of 5 + 5. (10)	The number that is 1 more than 12. (13)
A number you say when you count by fives. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50)	The number that comes between 21 and 23. (22)	The number that is 10 more than 35. (45)
The difference between 10 and 8. (2)	The number that is 1 more than 39. (40)	A number you say when you count by twos. (all even numbers up to 50)
The number that is double 6. (12)	An odd number. (all odd numbers up to 49)	A number in the 30s. (30 through 39)

The number that is 1 more than 14. (15)	The number that is 2 less than 39. (37)	The number that is 10 more than 16. (26)
The number that is 6 and 3 more. (9)	The number that is 10 less than 50. (40)	The number that is 2 less than 3. (1)
The largest number on the board. (50)	The number that is 5 less than 50. (45)	The number that is 1 more than 17. (18)
A number that is more than 21 and less than 29. (22, 23, 24, 25, 26, 27, 28)		

Set C: Second Grade Set

A two-digit number that is less than 50 and greater than 48. (49)	An odd number in the 30s row. (31, 33, 35, 37, 39)	A number you say when you count by fives. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50)
The number that ends in 0 and is between 20 and 40. (30)	The number that is 4 tens and 6 ones. (46)	The number you say when you count by twos 7 times. (14)
The number that is 10 more than 13. (23)	The number that is 20 less than 48. (28)	The number that is 1 more than 24. (25)
The number that is 5 less than 10. (5)	The number that is 3 tens and 6 ones. (36)	The number that is 10 more than 22. (32)
A number that is between 15 and 19. (16, 17, 18)	An even number in the 40s. (42, 44, 46, 48)	The number that is more than 6 and less than 8. (7)

|		
The number that is 2 less than 8. (6)	A number less than 10. (1, 2, 3, 4, 5, 6, 7, 8, 9)	The number that is the same as 2 tens and 9 ones. (29)
The number that is double 11. (22)	The number that is 10 less than 25. (15)	An even number that is more than 12 and less than 20. (14, 16, 18)
The number that is 10 more than 34. (44)	The number that is 20 less than 41.	

Fill It Up! Cards

+1	+1	+1	−1	−1
−1	+2	+2	+2	−2
−2	−2	+10	+10	+10
−10	−10	−10	+20	+20
+20	−20	−20	−20	+1

Mystery Squares Masks: Sets A–D

Mask A

This reproducible features nine copies of Mask A; cut around the perimeter of each to form nine copies.

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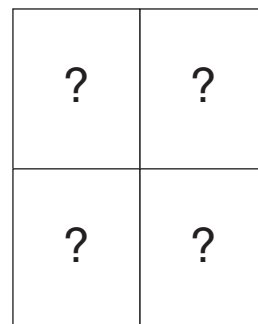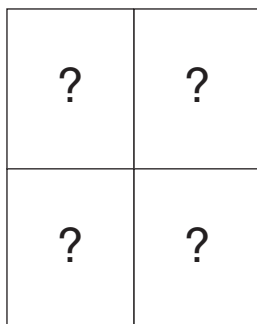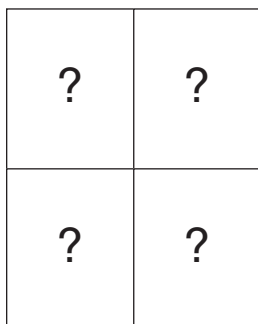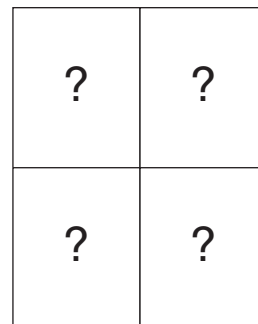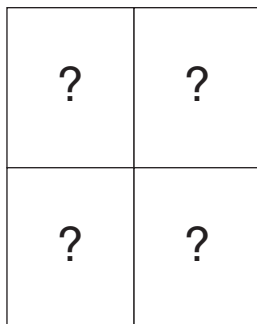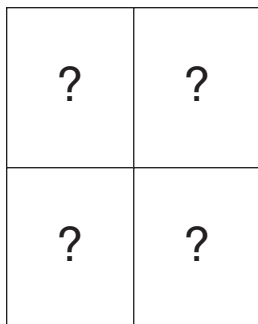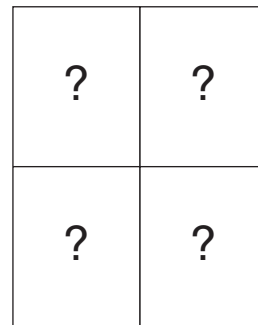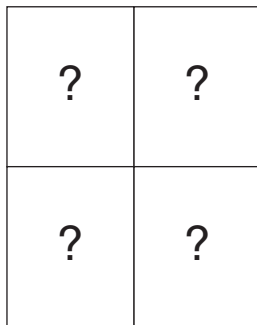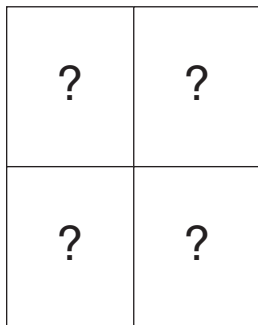
Mask B

This reproducible features nine copies of Mask B; cut around the perimeter of each to form nine copies.

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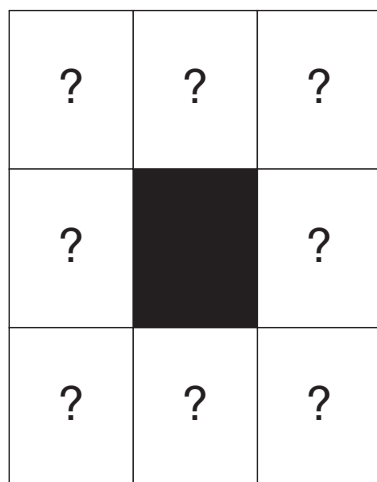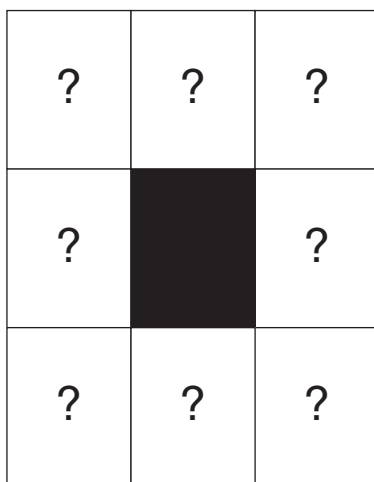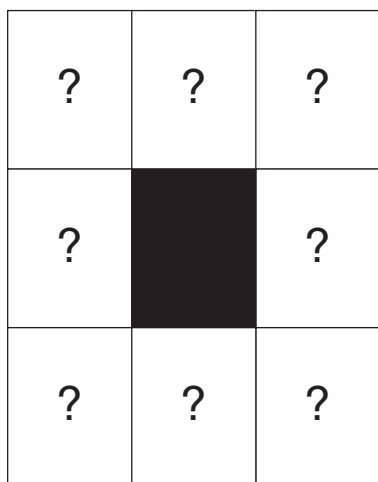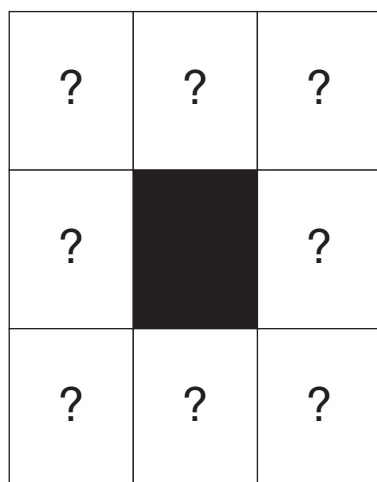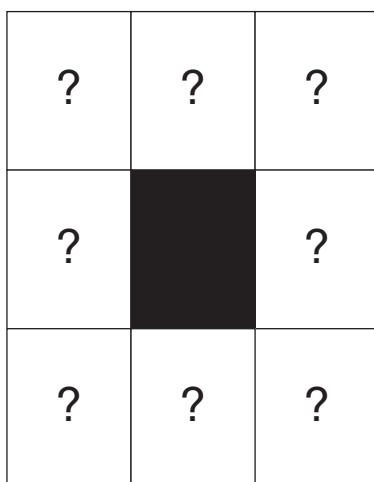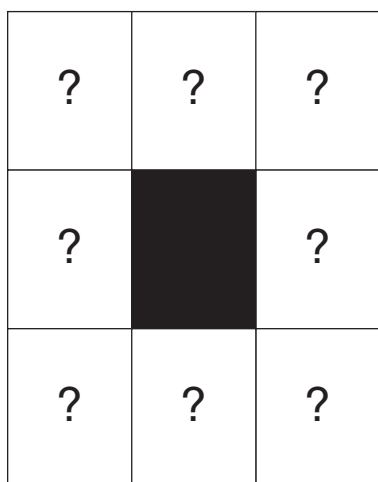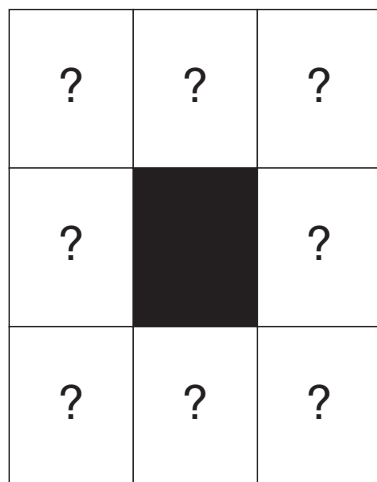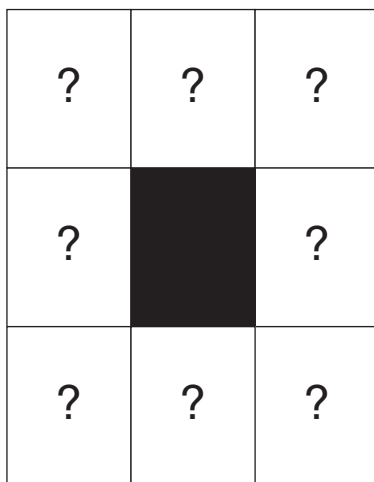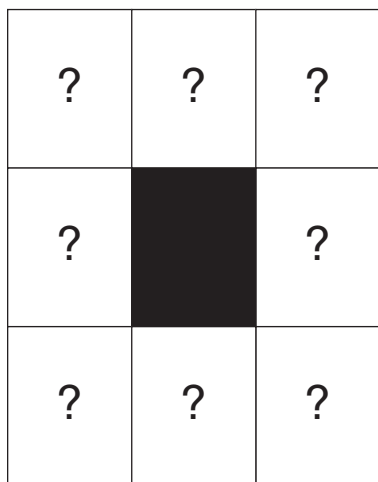
(Mystery Squares Masks, *continued*)

Mask C

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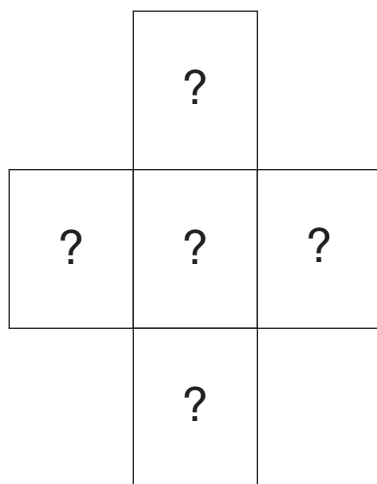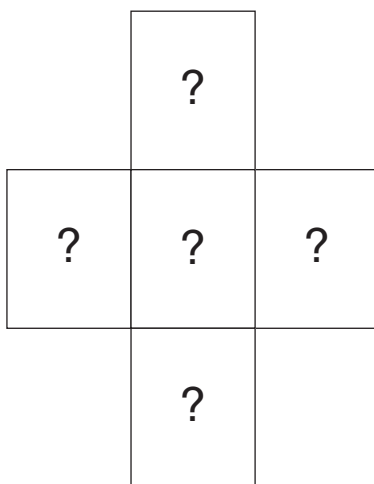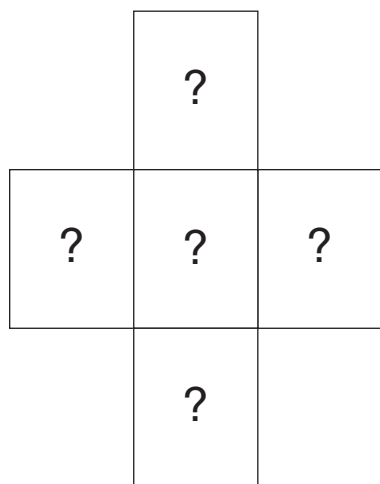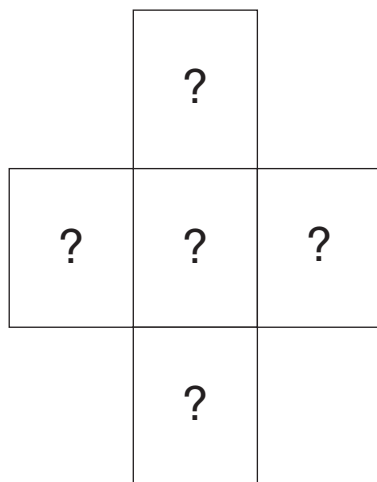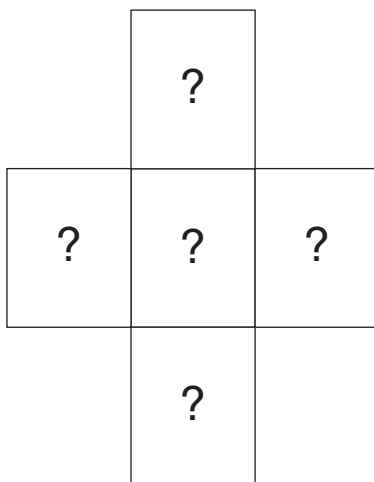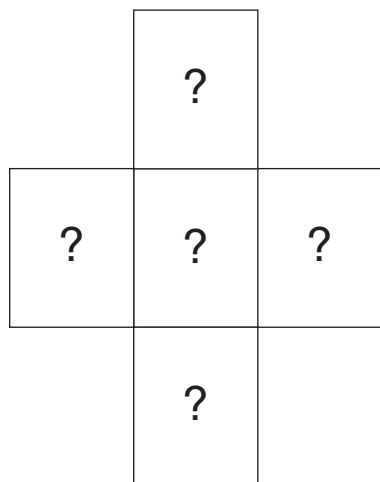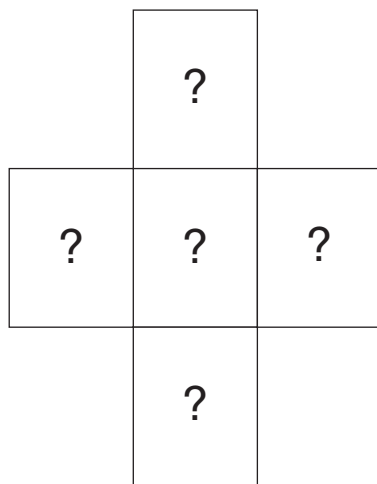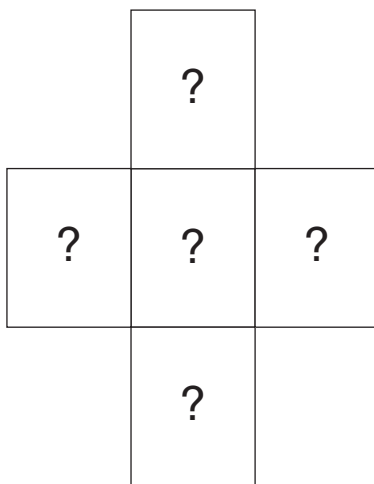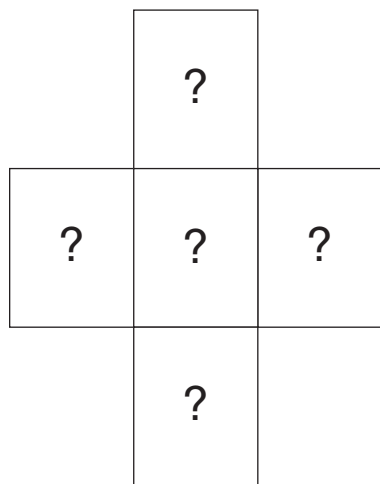
(Mystery Squares Masks, *continued*)

Mask D

This reproducible features six copies of Mask D; cut around the perimeter of each to form six copies.

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?	?	?
?	?	?
?	?	?

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Race to 100: Fives Strips

5	5
5	5
5	5
5	5
5	5

Race to 100: Tens Strips

10

10

10

10

10

10

10

Race to 100: Action Cards

+10	+10	+10
+10	+10	+20
+20	+20	+30
+30	+5	+5
–10	–10	–10
–20	–5	–5

Race to 100: Question Cards

How many more do you need to reach 100?	How many more do you need to reach 100?	How many more do you need to reach 100?
How far from 50 are you?	How far from 50 are you?	How far from 50 are you?
What is 10 *more* than what you have right now?	What is 10 *more* than what you have right now?	What is 10 *more* than what you have right now?
What is 10 *less* than what you have right now?	What is 10 *less* than what you have right now?	What is 10 *less* than what you have right now?
What is 5 *more* than what you have right now?	What is 5 *more* than what you have right now?	What is 5 *more* than what you have right now?
What is 5 *less* than what you have right now?	What is 5 *less* than what you have right now?	What is 5 *less* than what you have right now?

101 and Out! Recording Sheet

Name: _____

Game 1

Round 1 _____

Round 2 + _____

Total _____

Round 3 + _____

Total _____

Round 4 + _____

Total _____

Round 5 + _____

Total _____

Round 6 + _____

Total _____

Game 2

Round 1 _____

Round 2 + _____

Total _____

Round 3 + _____

Total _____

Round 4 + _____

Total _____

Round 5 + _____

Total _____

Round 6 + _____

Total _____

Game 3

Round 1 _____

Round 2 + _____

Total _____

Round 3 + _____

Total _____

Round 4 + _____

Total _____

Round 5 + _____

Total _____

Round 6 + _____

Total _____

101 and Out! Assessment Sheet

Ray and Mei Li were playing a game of *101 and Out!* This is their recording sheet so far:

Game 1

Round 1	30
Round 2 +	6
Total	36
Round 3 +	20
Total	56
Round 4 +	5
Total	61
Round 5 +	___
Total	___
Round 6 +	___
Total	___

In Round 5, they rolled a 3, and in Round 6 they rolled a 2. How do you think they should play these rolls and why?

Round 5:   30 or 3   Circle one

Why?

Round 6:   20 or 2   Circle one

Why?

The Larger Difference Recording Sheet

Name: _____

Round 1

My numbers are _____ and _____.

The difference between my numbers is _____.

The difference between my numbers was _____ the difference between my partner's numbers.

Round 2

My numbers are _____ and _____.

The difference between my numbers is _____.

The difference between my numbers was _____ the difference between my partner's numbers.

Round 3

My numbers are _____ and _____.

The difference between my numbers is _____.

The difference between my numbers was _____ the difference between my partner's numbers.

Round 4

My numbers are _____ and _____.

The difference between my numbers is _____.

The difference between my numbers was _____ the difference between my partner's numbers.

Round 5

My numbers are _____ and _____.

The difference between my numbers is _____.

The difference between my numbers was _____ the difference between my partner's numbers.

The Hundreds Chart (1–100)

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

101–200 Chart

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

10-by-10 Grid

10-by-5 Grid

Game Directions

Number Chart Bingo!

Objective

One person, the caller, calls out clues from the *Number Chart Bingo!* cards while other players cover a number on their board (1–50 chart) that fits the clue. The first player with a vertical, horizontal, or diagonal line of covered numbers across the number chart is the winner.

Materials

The FIfty Chart (1–50) (Reproducible B), 1 per student

counters, approximately 15 per student

1 set of *Number Chart Bingo!* cards (Reproducible 15)

Players

3 or more

Directions

1. Each player needs a game board (1–50 chart) and counters.

2. One person, the caller, calls out clues from the *Number Chart Bingo!* cards.

3. Players cover one number for each clue, if the clue fits one of the numbers showing on their board.

4. The game is over when one player has a Bingo, which is a straight line of marked numbers, either horizontally, vertically, or diagonally across the board.

Game Directions

Too High, Too Low

Objective

Students try to guess a number that one student (the hider) has chosen and written down. After each guess the players make, the hider gives a clue about whether the guess was too high or too low. She then marks the hundreds chart with a red and green counter to indicate the parameters of the possible solution. The game is over when the correct number is guessed.

Materials

The Hundreds Chart (1–100) (Reproducible A), 1 per player

red and green markers, such as transparent disks or tiles, or lima beans colored red and green, 1 of each color

Players

2 or more

Directions

1. The hider chooses a number, writes it down, and keeps it hidden.

2. The guessers take turns guessing numbers.

3. After each turn, the hider uses the phrase, "Your guess is too high" or "Your guess is too low."

4. The hider uses red markers to show guesses that are too high and green markers to show guesses that are too low.

5. When the number is guessed, the hider congratulates the group and shows the paper on which the number is written.

Homework

For homework, you can send materials and game directions home with a note attached asking the parent and child to play the game three times.

Game Directions

Fill It Up!

Overview

During this game, pairs of students take turns drawing a *Fill It Up!* card. The direction on the card tells the students how much to add to or subtract from one of the numbers already on their chart. In this way, they work together to fill their chart completely.

Materials

1 blank 10-by-10 Grid (Reproducible D)

2 sets of *Fill It Up!* cards (Reproducible 16)

2 number cubes

Players

2 players

Directions

1. Roll two number cubes and use them to make a two-digit number. Write that number where it belongs on the blank 10-by-10 grid. Check a completed hundreds chart to be sure the number you wrote is placed correctly.

2. Mix up the *Fill It Up!* cards and place them face down in a pile.

3. Take turns drawing one card from the pile and following the direction on the card to add or subtract from the numbers on the grid, then fill in the new number.

4. If you draw a card and cannot write a new number because it is already on the grid, draw a new card. If, after four draws, you cannot place a new number, the game is over.

Kindergarten Version

Use a 10-by-5 grid (Reproducible E) and remove the +10, –10, +20, and –20 cards from the *Fill It Up!* card set. Write the number 35 on the grid as a starting point for students.

Homework

For homework, can send materials and game directions home with a note attached asking the parent and child to play the game three times.

Game Directions

Mystery Squares

Objective

Partners take turns hiding a part of the hundreds chart with a mask. The other player figures out which numbers are covered and writes them on a student whiteboard or in his or her math journal. Both students check to determine whether the written numbers match the ones that were covered.

Materials

The Hundreds Chart (Reproducible A),
1 per student

Mystery Squares masks (Reproducible 17)

1 student whiteboard

1 dry-erase marker and 1 eraser *or*

1 math journal and 1 pencil

Players

2 players

Directions

1. One player is the hider and one is the guesser.

2. The guesser covers his eyes while the hider covers part of the chart with the mask.

3. The guesser records on the whiteboard (or in her student journal) the numbers that are covered by the mask.

4. The hider then removes the mask and both students check to determine whether the numbers the guesser recorded match the numbers the hider covered.

Homework

For homework, you can send materials and game directions home with a note attached asking the parent and child to play the game three times.

Game Directions

Don't Get Lost

Objective

Players take turns giving each other directions and guiding their movements on a hundreds chart. Together, they check each other's work.

Materials

The Hundreds Chart (Reproducible A),
1 per pair of students

a blank 10-by-10 Grid (Reproducible D),
1 per pair of students

1 counter per pair of students

Players

2 players

Directions

1. Player 1 gives directions while moving his finger on a filled-in hundreds chart.

2. Player 2 follows the directions by moving her counter on a blank 10-by-10 grid.

3. After giving three directions, Player 1 asks, "Where are you?" Player 2 responds by telling Player 1 on which space her counter is located.

4. Player 1 acknowledges that Player 2 is correct. If Player 2 is not correct, together the players retrace the directions on the blank chart to find the correct space.

5. Repeat Steps 1 through 4, with Players 1 and 2 changing roles during the game.

Homework

For homework you can send materials and game directions home with a note attached asking the parent and child to play the game three times.

Game Directions

Hippety Hop
Cooperative Group Version

Objective

Players work together to make the fewest hops to the target number. Players may take hops of one, ten, or one hundred. Players record the equations and the number of hops it took to reach the target number.

Materials

The Hundreds Chart (Reproducible A),
1 per pair of students

a sheet of paper, 1 per pair of students

Players

1 to 2 players

Directions

1. Using target numbers that have been assigned, make hops of one, ten, or one hundred to the target number.

2. Record the equation that matches the hops you made.

3. Count the hops and record it next to the equation.

4. Check to determine whether there is a way to reach the target number using fewer hops.

5. Repeat Steps 1 through 4 using a new target number.

Homework

For homework you can send materials and game directions home with a note attached asking parent and child to play the game three times.

Game Directions

Hippety Hop
Competitive Version

Objective

Players try to make the fewest hops to the target number they've pulled from a bag containing the numbers one through one hundred. Players may take hops of one, ten, or one hundred. Players record the equations and the number of hops it took to reach the target number. The player with the fewest hops wins the round.

Materials

The Hundreds Chart (Reproducible A)

a hundreds chart with the numbers cut apart into "target number" cards and placed into a bag, 1 per group of students

sheets of paper, 1 per group of students

Players

2 to 3 players

Directions

1. Using the number cards they have drawn, the players make hops of one, ten, or one hundred to the target numbers.

2. Players record the equation and number of hops made to reach the target number.

3. Players compare the number of hops each person took and determine who took the fewest hops.

4. The player with the fewest hops wins the round.

5. Play five rounds.

Homework

For homework you can send materials and game directions home with a note attached asking parent and child to play the game three times.

Game Directions

Race to 100

Objective

Players draw an action card and perform the action by placing the appropriate strips on a hundreds chart. They then draw a question card and answer the question. Play continues until a player gets to or goes over one hundred.

Materials

The Hundreds Chart (Reproducible A),
1 per player

fives and tens strips (Reproducibles 18 and 19)

Race to 100 Action Cards (Reproducible 20)

Race to 100 Question Cards (Reproducible 21)

Players

2 to 3 players

Directions

1. Players shuffle the action cards and place them in one pile. Players shuffle the question cards and place them in another pile. Players place the fives and tens strips so they can be reached easily, and then they set a hundreds chart in front of them.

2. Player 1 draws an action card and places the appropriate strips on his hundred chart. Then Player 1 draws a question card and answers the question.

3. Player 2 and/or Player 3 repeat Step 2, placing the appropriate strips on their hundreds chart and answering the question card.

4. Play continues until a player gets to or goes over one hundred.

Game Directions

101 and Out

Objective

Players roll a die and decide whether the number should be placed in the ones or tens place. After six rolls, the player that is closer to one hundred without going over is the winner.

Materials

dice

The Hundreds Chart (Reproducible A)

game counters

101 and Out! Recording Sheet (Reproducible 22)

optional: 101–200 Chart (Reproducible C)

Players

2 players

Directions

1. Player 1 rolls the die, decides whether he will put the number in the tens place or the ones place, and moves his counter to the number he created. After he writes the number on the recording sheet, he passes the die to Player 2.

2. Player 2 rolls the die, decides whether she will put the number in the tens place or the ones place, and moves her counter to the number she created. After she writes the number on the recording sheet, she passes the die back to Player 1.

3. Player 1 repeats the steps, this time adding the newly created number to the number from Round 1. Player 2 also repeats this process.

4. Play continues until both players have rolled the die six times.

5. Players 1 and 2 compare their total to see who is closer to one hundred without going over. This person is the winner.

Homework

For homework you can send materials and game directions home with a note attached asking parent and child to play the game three times and to return the *101 and Out!* recording sheet to class.

Game Directions

The Larger Difference

Objective

Players roll two dice and create two two-digit numbers. Players find the difference between the numbers and compare to determine who found the larger difference.

Materials

2 dice

The Hundreds Chart (Reproducible A)

2 small counters

The Larger Difference Recording Sheet (Reproducible 24), 1 copy for each player

Directions

1. Player 1 rolls the dice, creates two two-digit numbers, and uses the counters to mark the numbers on the hundreds chart. (If the same two numbers are rolled, the player needs to roll again.)

2. Player 1 finds the difference between the two numbers and records her strategy on the back of the recording sheet. Player 1 passes the dice to Player 2.

3. Player 2 rolls the dice, creates two two-digit number, and uses the counters to mark the numbers on the hundreds chart. (If the same two numbers are rolled, the player needs to roll again.)

4. Player 2 finds the difference between the two numbers and records his strategy on the back of the recording sheet.

5. Both players complete their own recording sheets. Play one game (five rounds). The winner is the person who has the largest difference most often.

Homework

For homework send materials and game directions home with a note attached asking parent and child to play the game one time (five rounds). Request that the recording sheet and the student's strategies for finding the difference between the two numbers be returned to school.

Game Directions

How Far Away?

Objective

Players roll three dice to create several two-digit numbers. These numbers are marked on the hundreds chart. Players pick two numbers to find the difference between those numbers and one hundred, and record their strategies.

Materials

3 dice

The Hundreds Chart (Reproducible A)

transparent counters or a dry-erase marker (depending on whether laminated chart is used)

sheet of paper

optional: laminated hundreds chart

Players

1 or more

Directions

1. Roll three dice.

2. Create several two-digit numbers and write them down. Mark them on a hundreds chart using transparent counters, or color the numbers on a laminated hundreds chart with a dry-erase marker.

3. Pick two of the numbers and find the difference between the numbers and one hundred.

4. Record your strategy using equations, open number lines, or partial drawings of the hundreds chart.

Homework

For homework send materials and game directions home with a note attached asking parent and child to play the game three times. Request the parent to return the student's recording sheet to school.