

## Trading to 100

### Purpose

Students will look for patterns while counting, reading, and writing whole numbers to 100.

### Materials

*For the teacher:* overhead projector, 3-column work mat overhead transparency, 3-column recording sheet overhead

*For each student:* ones blocks, tens sticks, hundred square, pencils, crayons, 3-column work mat, copy of Black Line Master (BLM) *Three Column Recording Sheet* (extended to reach 100)

### Activity

#### A. Introduction

1. Explain to students that they will be playing a trading and counting game on a work mat.
2. Tell students that the ones column on the work mat can hold only 9 blocks. Tell students that when the tenth block is added, the blocks have to be traded in for a ten stick.
3. Demonstrate on the overhead, counting 1, 2, 3, . . . , 9, **TRADE FOR A TEN**.
4. Have students add one block and trade to 24 or so.
5. Demonstrate how this activity will be recorded on a Three Column Recording Sheet.

Example:

100s	10s	1s
		1
		2
		3
		4
		5
		6
		7
		8
		9
	1	0
	1	1
	1	2

(continued)

EXTENDING  
THE



**ACTIVITY**

Beginning early (the first few days of school), have students help record days of the month on a classroom calendar. Begin to count the first 100 days of school by keeping track on a 100s chart.

INCORPORATING



**TECHNOLOGY**

Have students use a calculator to input + 1 until the calculator reads 100. Direct students to read the numbers as they do this activity.

**Standards Links**  
1.1.2, 1.1.3, 1.2.1

**Activity (continued)** 

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**B. Student Activity**

1. Have students begin by adding one block. Have them record and regroup where necessary. Make sure that the recording strip is long enough (tape the ends together to make one continuous strip) so that students can see patterns.
2. When students reach 100, have them stop and look for patterns. Direct students to circle patterns with a colored crayon.
3. Help students observe the 1-9 pattern in the ones column.
4. Help students observe that there are ten ones in the tens column, then ten twos, etc.

**C. Discussion**


1. Encourage the students to conclude that to count to 100, they repeat the 1-9 pattern for ones and change to the next number of tens after they reach nine.
2. Using their recording sheets, have students read each whole number to 100.


**Questions for Review** 

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**Basic Concepts and Processes**

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Can you write and say the numbers from [*insert number*] to [*insert number*]?

 How do you know which number comes next?

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# Three Column Recording Sheet

## Teacher Directions

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Have students use the BLM *Three Column Recording Sheet* to count to 100 and trade for tens.

## Answer Key

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Not applicable.