# Cut and Paste 100's Chart

## What's Happening in This Activity:

This activity helps children focus on figuring out missing numbers above and below on the hundreds chart.

#### Related Activities to Use:

Before this Activity:

- I'm Thinking of a Number
- What Number Is Missing?

#### After this Activity:

• Number Puzzle Clip Cards

#### Questions to Ask:

- How do we figure out the number above? To the left? To the right? Below?
- What do you notice about the ones place when we move up and down?
  What about the tens place?
- What happens to the ones place when we move to the right? To the left?

#### Materials:

- Scissors
- Glue

#### Prep-Work:

Simply print off the cut and paste pages that best meet the needs of your children.

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## Before the Activity:

Take out four or five numbers off from the hundreds chart. Make sure they are all near each other, but require children to move up, down, back and forth on the numbers chart to solve them.

For my example 25, 26, 34, 35, 44, and 45 are missing.

Today, we are going to review how to find missing numbers on the hundreds chart.

Let's start with this missing number (point to where 25 should be). How can we figure out what this number is?

Yes, we can look at the number 24 and add one to make 25. Now that I know that this is 25, what will the number below it be? 35

That's right. When we go down, we add 10, so the answer will be 35. Now what will this number be? (Point to where 34 should go). 34

How did you figure that out? Subtract one from 35 or add one to 33.

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## Before the Activity:

Now point to where 44 should be. How can I figure out what this number should be? Add 10

That's right. And when I add 10 and 34, what do I get?

And the number to the right of 44 will be\_\_\_\_? 45

What about this number? (point to where 35 should be)

Yes, it is 35. How did you figure that out? By Subtracting 10

Great job!

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## Activity Time:

This activity can be used as an assessment, an independent center, or as a small group activity.....but it is only recommended to be used after children have had multiple exposures to the hundreds chart.

- 1. Since there are numerous sheets, doing the first one together in a small group may be the key to children being successful on their own.
- 2. First, agree on a spot that you want to start.
- 3. Ask the children what strategies they could use to figure out the answer. (Counting up, counting by 10's, Subtracting one, etc)
- 4. Try out their suggestion and see how it works. If time permits, try out a few different suggestions and see if you get the same answer.
- 5. Have the children find that number and glue it into the missing spot.
- 6. Now focus on finding the numbers around the number you just glued in. This is a great opportunity to review what happens when you move up and down on a hundreds chart vs moving to the left and right.

Use the question on the first page as a guide to start the conversation.

When you are confident that your students are capable of completing the sheets on their own, it is now the perfect time to place this in a center or have them complete it as an assessment.

## Standards:

## Kindergarten:

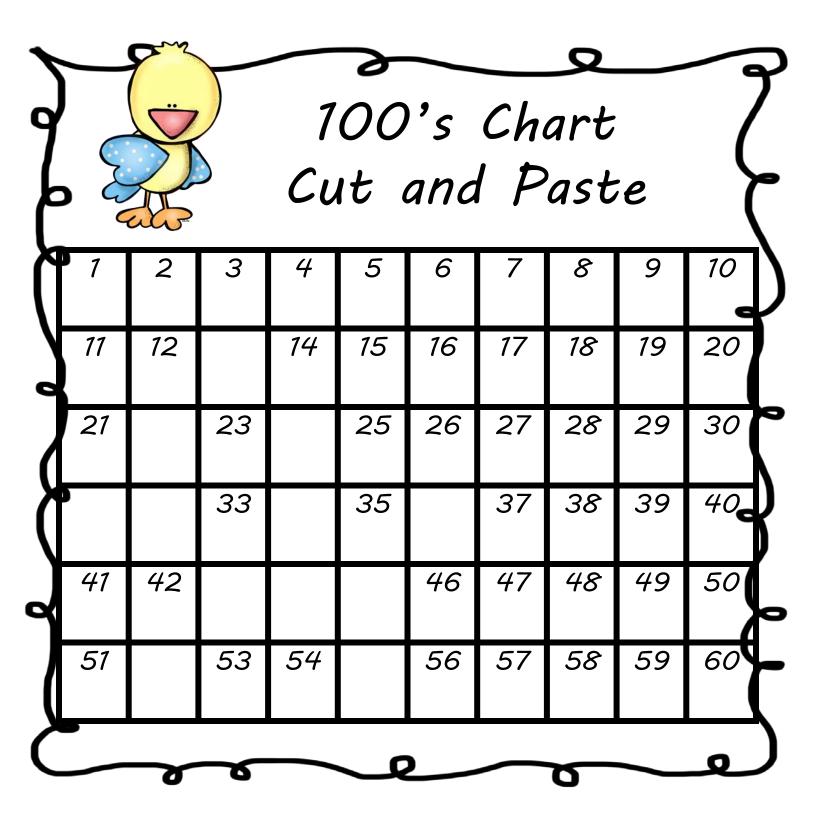
- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

### 1st Grade:

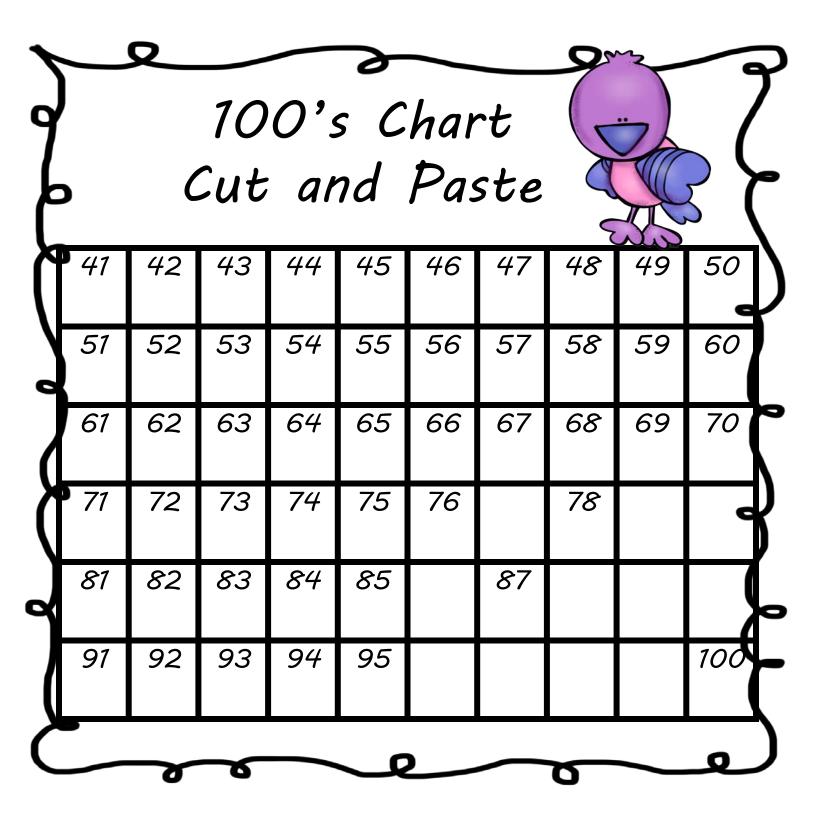
- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### 2<sup>nd</sup> Grade:

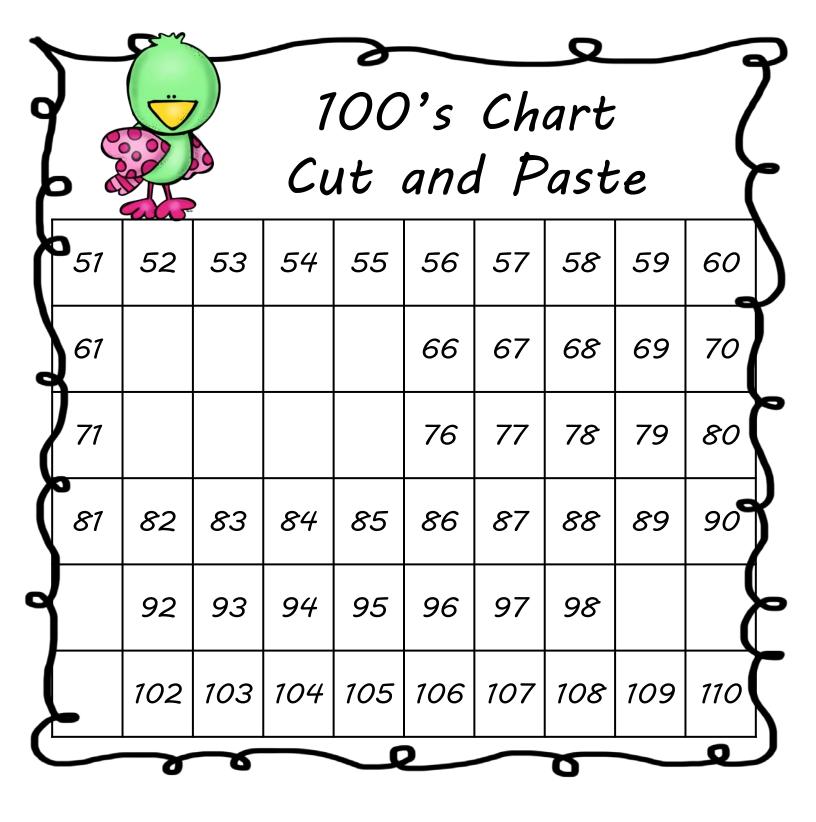
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.



13	24	34	55	45	44
43	32	36	31	22	52



89	99	79	88	96	97
98	77	86	90	70	80



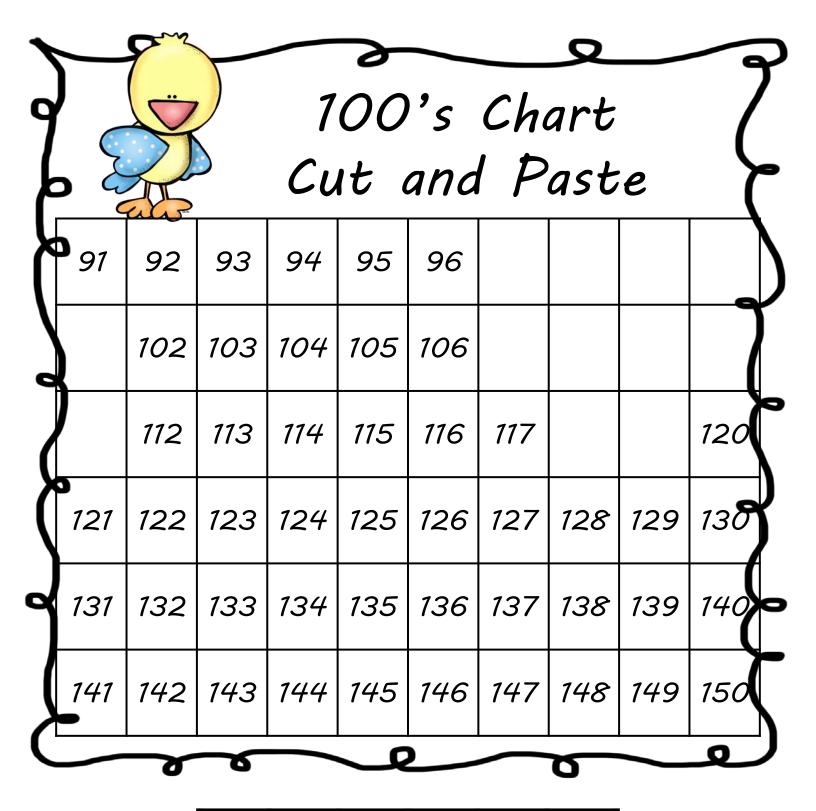
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62	64	73	74	91	101

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109	112	121	123	124	114



97	99	107	109	101	119
98	100	108	110	111	118

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302	332	323	300	310	309

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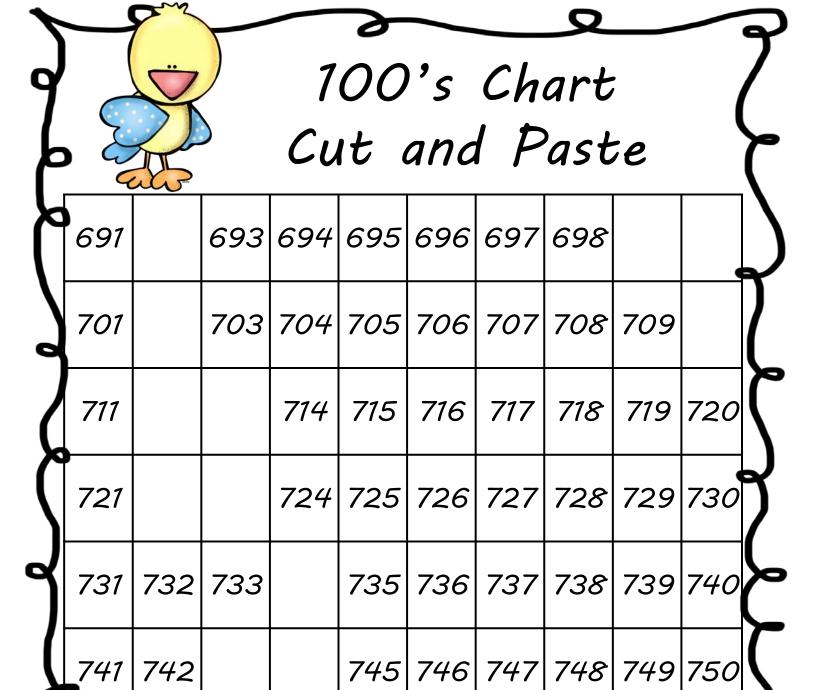
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734	744	743	699	700	710



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