

The Hundreds Board



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

Hundreds Board vary. Some start with 0, and some start with 1. Some end with 100 and some end with 120. The activities below work with any of those variants.

Use only Dry/Erase markers. A damp paper towel is a perfect eraser. Bring one in a plastic sandwich bag.

These activities can be repeated many times. You can make them more challenging each time, depending on your student's level of understanding.

Discovering Patterns

Materials:

- Hundreds Board
- Dry/Erase Marker or Quiet Counters

Have your student name the numerals, touching each one while counting from 1 to 100. Then have them practice "skip counting" aloud, by 10s, then by 5's, then by 2's. If they don't yet know how to count by 5's or 2's, say "That's Okay. We'll learn that later." On the Hundreds Board, have the student cover the numerals with a marker or counter while counting by 10's. Notice how easy or difficult this is. At first the student may need to count aloud, touching each square, to get to 10, cover it, count on to 20, cover it, etc. Soon, the pattern should become clear: A whole column is becoming covered. Encourage the student to jump ahead to the next multiple of ten and on to the next if they can. If the student is ready, try to find the pattern of counting by 5's, and by 2's. If the student does not yet know how to count by 5's or by 2's, on later visits, help the child learn to skip count by covering the numerals, then practice touching them while counting aloud.

Mystery Number

Materials:

- Hundreds Board
- Dry-Erase Marker or Quiet Counters

Pick a number between 1 and 100 (a mystery for your student). Ask your student to guess the number you've chosen by asking any questions about the number *except* what the number actually is. Discourage random guessing. Instead, encourage your student to ask questions like "Is it more than or less than ___?", "Is it even or odd?", "Is it a multiple of five/ten?", "Does the number have a 0,1,2,3 etc. in the one's place/ten's place?". As numbers are ruled out, ask your student to cover them on the Hundreds Board by marking them out with the marker or by covering them up with a quiet counter. To add a twist, limit the number of questions your student may ask (a la "20 Questions").

Race to 100

Materials:

- Hundreds Board
- Dice
- Two Quiet Counters of different colors

Instructions:

Have your student choose a counter to use as a game piece. Your piece is a different color. Place both quiet counters on the first numeral (0 or 1.) Take turns rolling the dice (use only one die for a younger or less advanced student, up to four dice for a more advanced student). After each roll, the player advances his game piece that number of spaces. See if your student can move his piece to the appropriate space in one move (adding mentally) instead of counting out each space along the way. The player to reach 100 first wins! Variant: if the student rolls "a double," (both dice the same), they get another turn, but you don't get any extra turns. They love to win! (Idea: to work on subtraction, start at 100 and work your way backwards).

Create a Shape

Materials:

- Hundreds Board
- Quiet Counters

Preparation:

Before meeting with your student, choose a shape: a square, a triangle or something fun based on your student's interests--an animal, a football, a house, a tree, a smiley face. Next, get out your Hundreds Board and Quiet Counters and attempt to construct the shape by placing one Counter on each necessary slot. Then write down the numbers that your Counters covered to make the shape (for example, if your shape is a square, you might cover 12,13,14,22,23,24,32,33 and 34) Lastly, for each number you covered, write down an equation (for example, for "24" write " $20+4=$ __" or " $23+1=$ __"). On paper or on the dry/erase board, write the list of equations. Make the shape and the equations very easy the first time you play this game. If the student likes it, prepare one a little more challenging for another visit.

Activity:

Tell your student that there is a hidden shape in the hundreds board, and that in order to find it, they will have to solve each equation. After each equation that is solved, instruct your student to place one Counter on top of the solution's number (i.e. when the student solves " $20+4=24$ ", they will place a Counter on top of "24" on the Hundreds Board). As the student solves the equations, your magical shape will start to appear! Encourage the student to guess the shape and predict what the answers to the remaining equations will be. Solve to be sure.