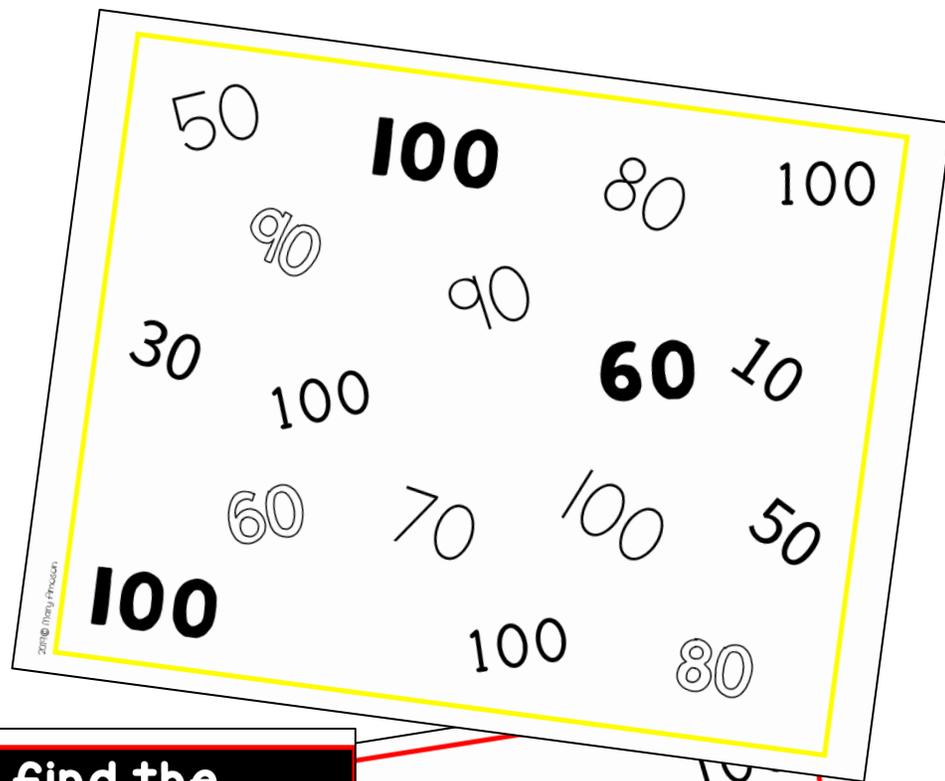
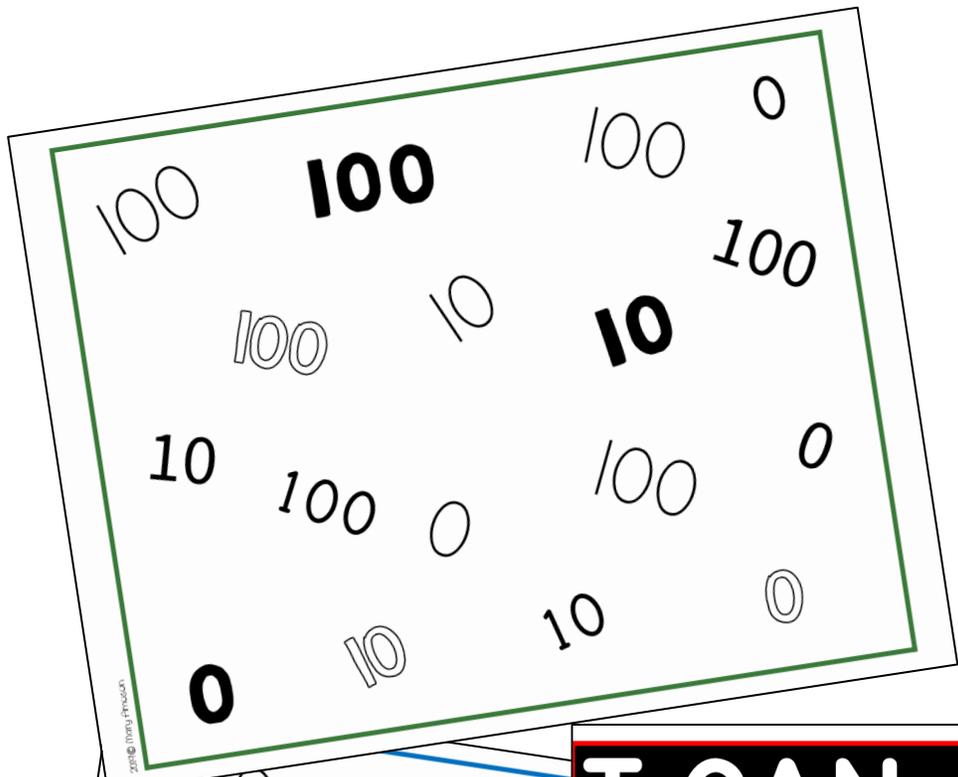




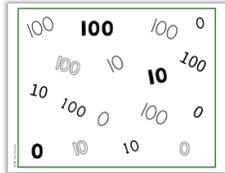
# Here are the activities listed in this pack:

1. I can find the number 100. There is two sets of 4 mats. One set has numbers 1, 10, and 100 to choose from. The other set of 4 mats has count by 10s numbers. Laminate these mats and have students circle the number 100.
2. I can color the path to 100s. Get one of the three versions of printables. (One version is only 100s, another is count by 10s, and the last is count by 5's.) Students should color the math to the ending number. Answer keys are provided.
3. I can write the number 100. This is a handwriting practice with FIVE versions. Next, there is a set of 100s charts that allow students to write their numbers from 1-100.
4. I can make number puzzles to 100. Print out two sets of the colored mat you want to use. Laminate both. Take one version and cut it into chunks. Place them in the baggie. Students can use the complete page to use as a mat they could use to build their 100s chart on top of.
5. I can play a number identification game with numbers 1-100. There are two mats to choose from and number cards. Choose either mat and the numbers you desire. If students know the number, they can roll a die and move that many spaces towards the end to win.
6. I can break down numbers by tens and ones. You will see 4 color coded sets of cards that are all identical. This is so you can print sets of a small group of students to use, each with their own colored set. I do not recommend using ALL the cards, but only some. Students look at the number and break it down into tens and ones. You will also find a worksheet with 9 spots. I did not write in the numbers so you can write in the numbers you want your students to work on. (I also added an orange set with SOME numbers filled in per a teacher request. 😊 )
7. I can count sets to make the number 100. You will find two versions of this activity. One version is for sets of 20 and another is for sets of 10. Each version has two worksheets, one with spots on it to help guide the learner. You can use crayons, markers, dots, stickers, whatever you want. You will also see another sheet with 10 columns of 10 for the same reason.
8. I can look at 100 to think about if I want it or not. There is a chart and cards to discuss if 100 of everything is GOOD. You can project one chart or use the printable cards for a pocket charts. You will find printables for students to use.
9. I can write about 100 if I want it or not. After you discuss the chart of things you would or would not want 100 of things, you can use a printable and word wall to assist with their writing.



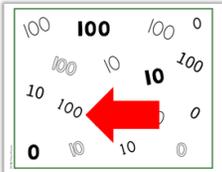
**I CAN...** find the number 100.

1. Get mat

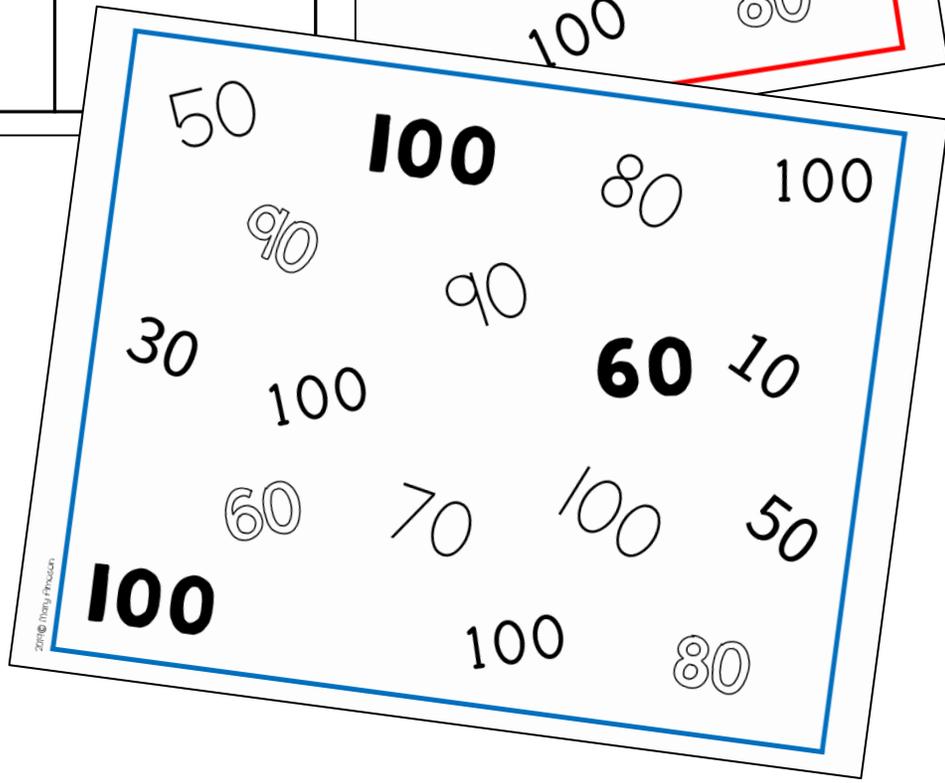
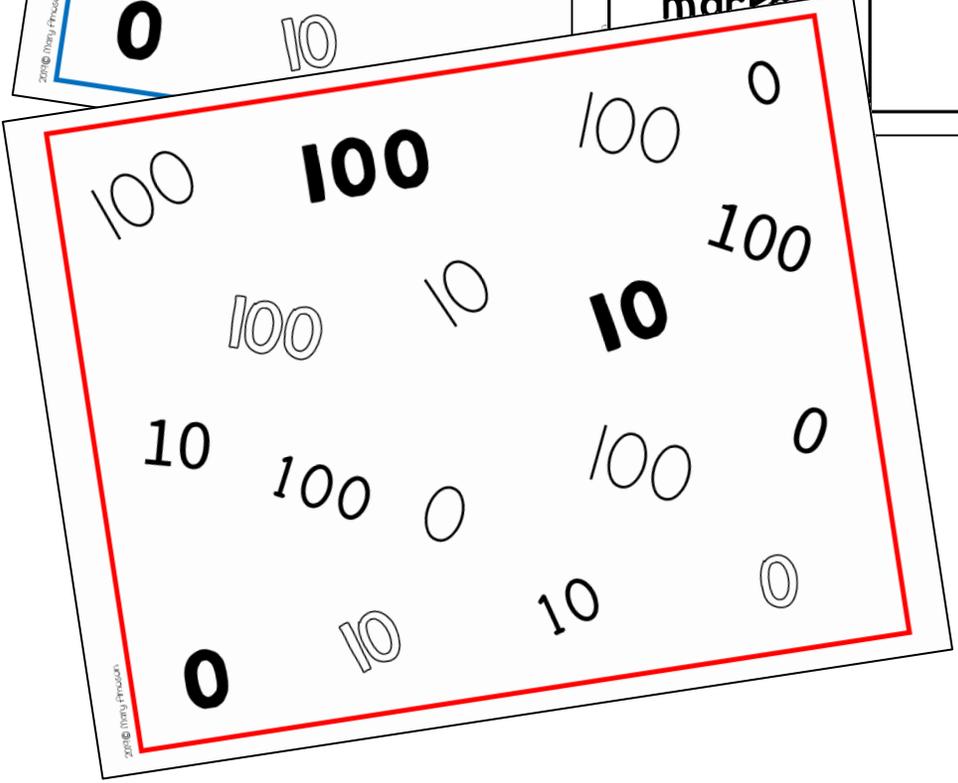
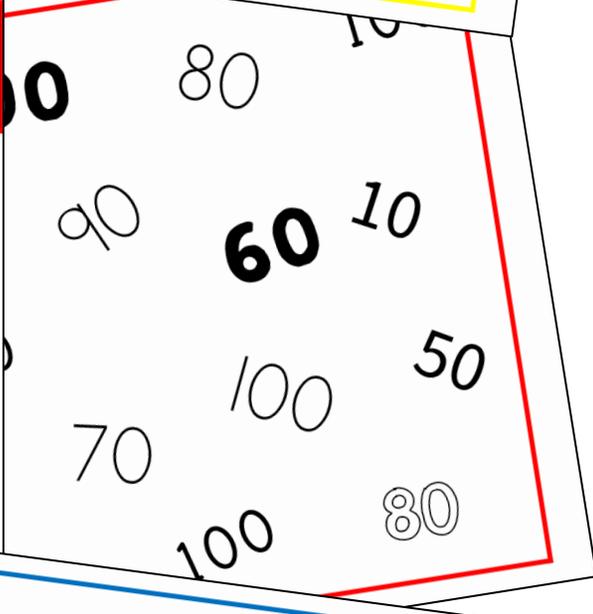
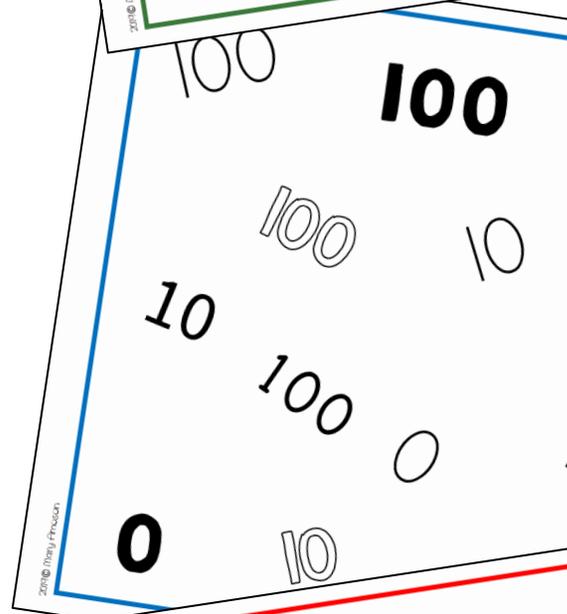
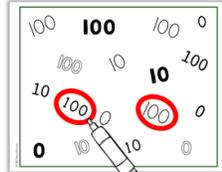


and a marker

2. Look for the 100s.



3. Circle the 100.

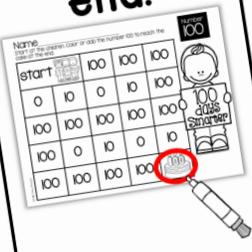
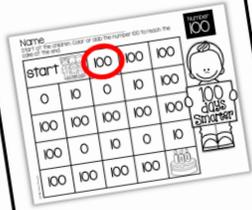
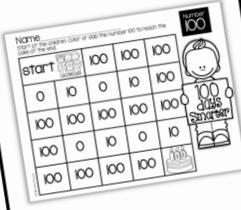


# I CAN... color the path to 100s.

1. Get paper

2. Find the 100s.

3. Color path to the end.



and a marker.

Name \_\_\_\_\_  
Start at the children. Color or dab the number 100 to reach the cake at the end.

start		100	100	100
0	10	0	10	100
100	100	100	100	100
100	0	10	0	10
100	100	100	100	

Number 100

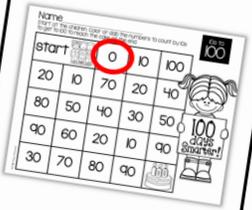


# I CAN... color the path of 10s to 100s.

1. Get paper

2. Start at the 0.

3. Color path to the end.



and a marker.

Count by 10s.

Name \_\_\_\_\_  
Start at the children. Color or dab the numbers to count by 10s to get to 100 to reach the cake at the end.

start		0	10	100
20	10	70	20	40
80	50	40	30	50
90	60	20	10	90
90	60	20	10	

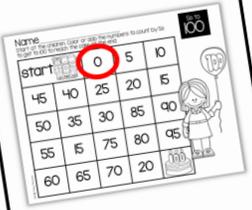
100 days Smarter!

# I CAN... color the path of 5s to 100s.

1. Get paper

2. Start at the 0.

3. Color path to the end.



and a marker.

Count by 5s.

Name \_\_\_\_\_  
Start at the children. Color or dab the numbers to count by 5s to get to 100 to reach the cake at the end.

start		0	5	10
45	40	25	20	15
50	35	30	85	90
55	15	75	80	95
60	65	70	20	

5s to 100



Name \_\_\_\_\_

Trace the number 100 on the top. Next, practice writing it on the line. Don't forget the space.

Can you write 100?



100 100 100

100 100 100

100 100 100

100 100 100

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Name \_\_\_\_\_

Trace the number 100 on the top. Next, practice writing it on the line. Don't forget the space.

Can you write 100?



100 100 100

100 100 100

100 100 100

100 100 100

# I CAN... write the number 100.

1. Get paper.
2. Practice writing the numbers on top.
3. Practice writing your numbers.

and a marker.



Can you write 100?

Can you write 100?

Can you write 100?

Name \_\_\_\_\_

Trace the number 100 on the top. Next, practice writing it on the line. Don't forget the space.

Can you write to 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

Name \_\_\_\_\_

Trace the number 100 on the top. Next, practice writing it on the line. Don't forget the space.

Can you write to 100?

1	2	3	4	5	6	7	8	9	10
11	13	15	17	19	20				
21	23	25	27	29	30				
31	33	35	37	39	40				
41	43	45	47	49	50				
51	53	55	57	59	60				
61	63	65	67						
71	73	75	77						
81	83	85	87						
91	93	95	97						

Name \_\_\_\_\_

Trace the number 100 on the top. Next, practice writing it on the line. Don't forget the space.

Can you write to 100?

1									10
11									20
21									30
31									40
41									50
51									60
61									70
71									80
81									90
91									100

# I CAN... write numbers 1-100.

1. Get paper
2. Write numbers on the paper.
3. Keep going until all numbers are filled in.

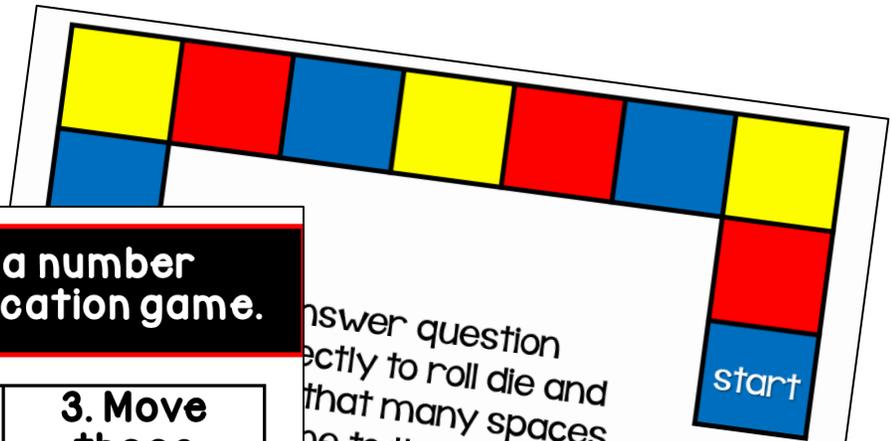
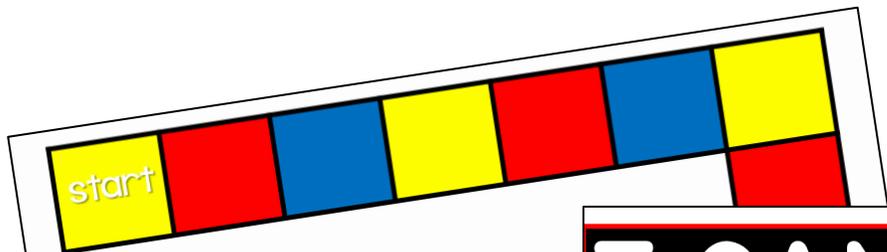
and a pencil.



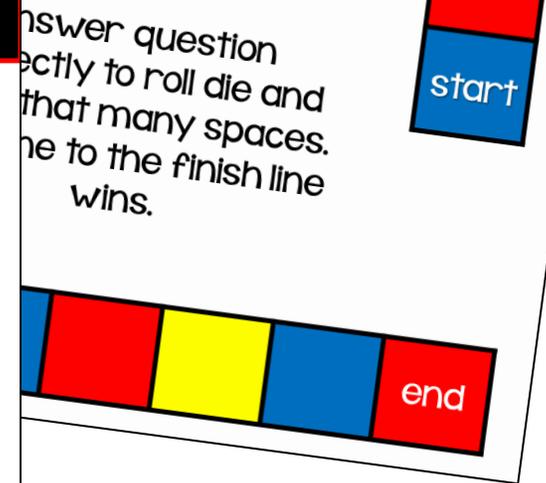
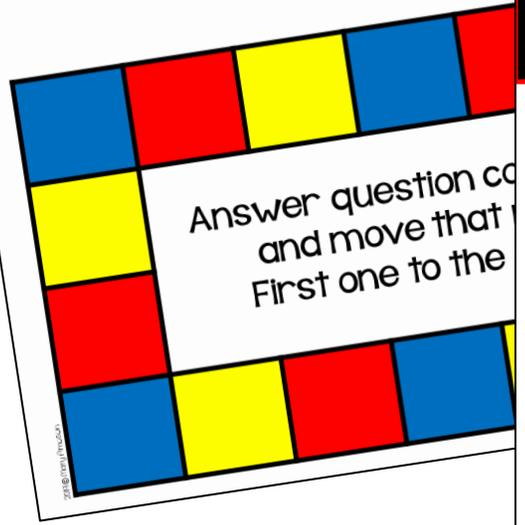
Can you write to 100?

Can you write to 100?

Can you write to 100?



# I CAN... play a number identification game.

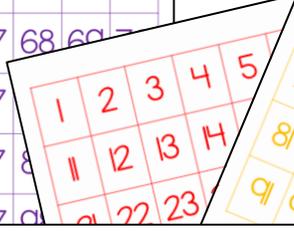
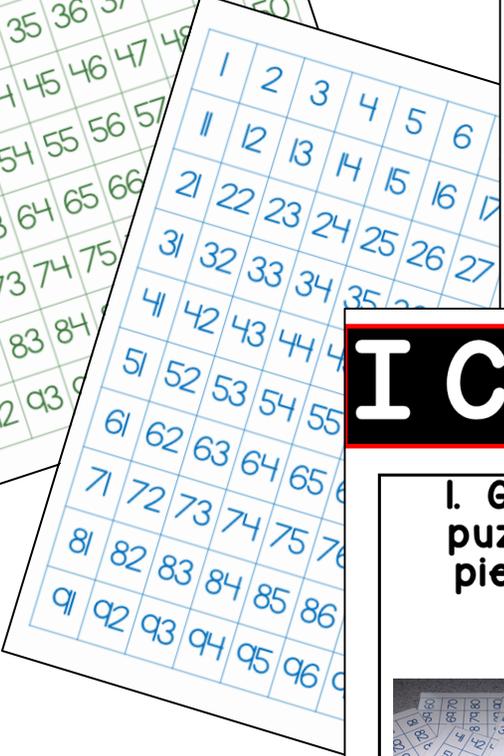
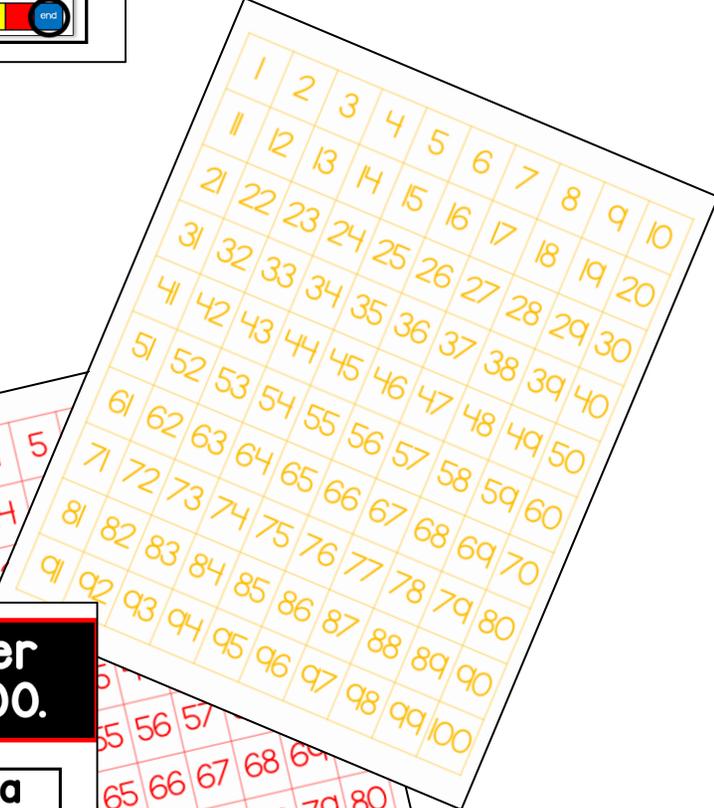
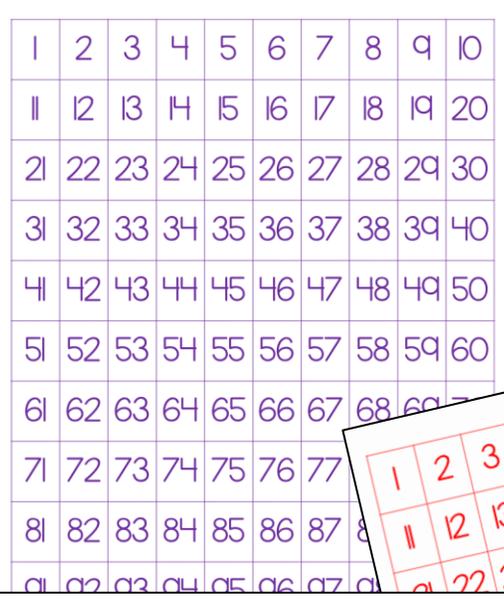
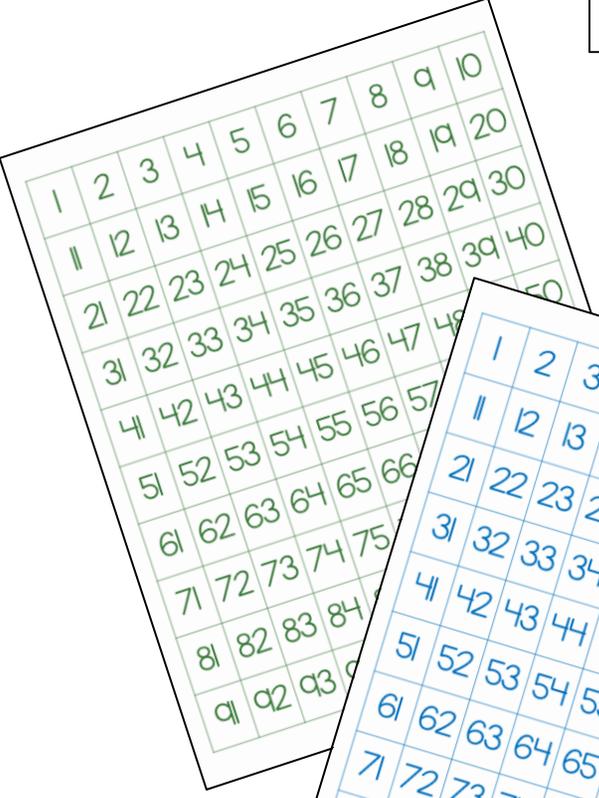


**1. Get board, cards, and game pieces.**

**2. Correct answer gets to roll.**

**3. Move those spots.**

**4. First to the end, wins.**

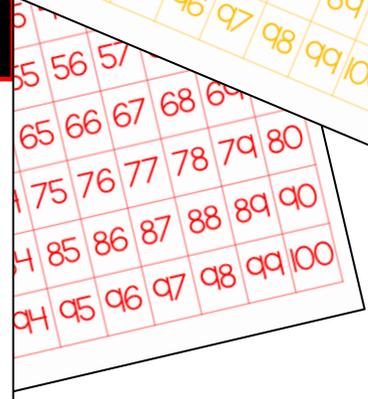


# I CAN... make number puzzles to 100.

**1. Get puzzle pieces.**

**2. Put the puzzle pieces together.**

**3. Make a complete 100 chart.**



hundreds	tens	ones	hundreds	tens	ones
0			1		
hundreds	tens	ones	hundreds	tens	ones
2			3		

hundreds	tens	ones	hundreds	tens	ones
48			49		
hundreds	tens	ones	hundreds	tens	ones
50			51		

**I CAN...** break numbers down by tens & ones.

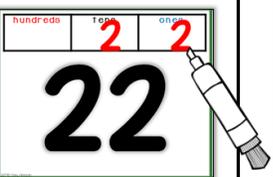
1. Get cards



2. Break down the number into 100s, 10s, and 1s.



3. Write the number.

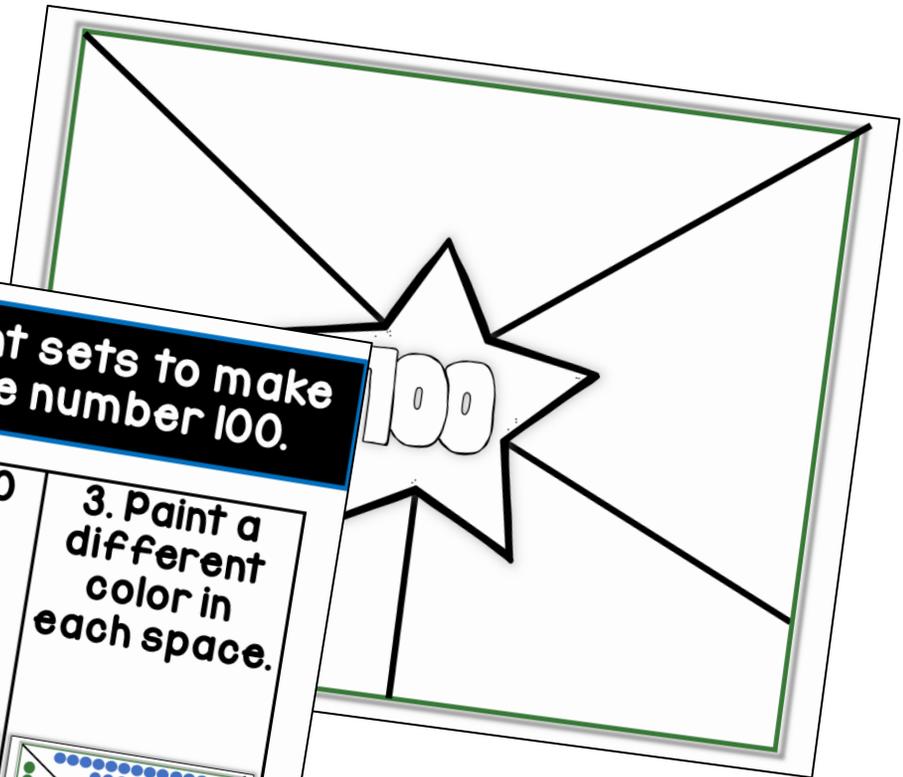
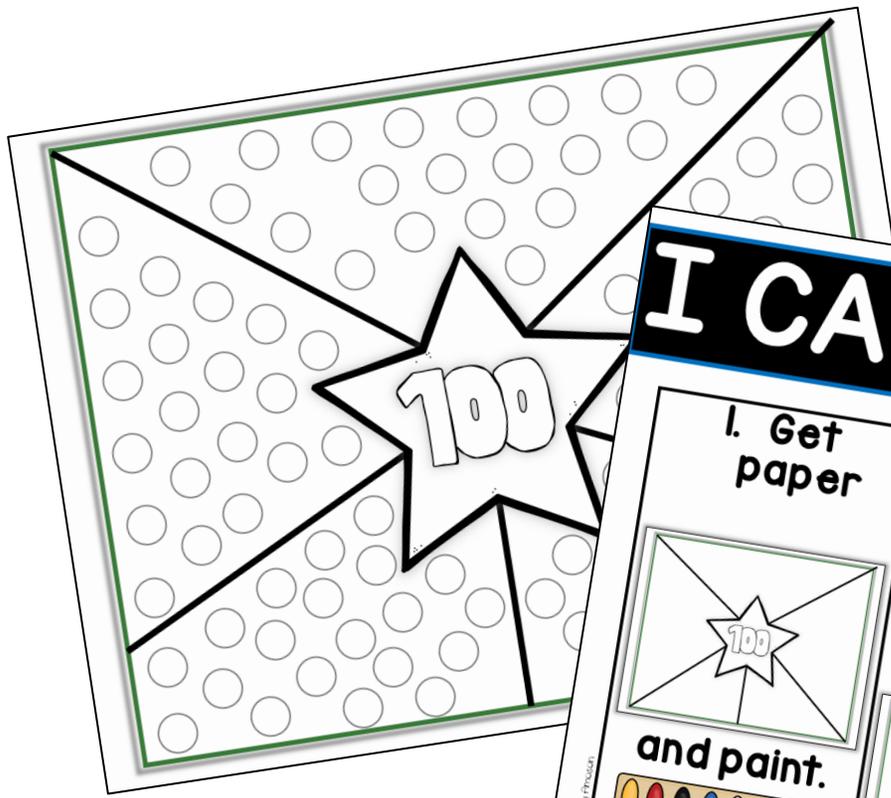


hundreds	tens	ones	hundreds	tens	ones
16			18		
hundreds	tens	ones	hundreds	tens	ones
18			18		

hundreds	tens	ones	hundreds	tens	ones
69			71		
hundreds	tens	ones	hundreds	tens	ones
71			71		

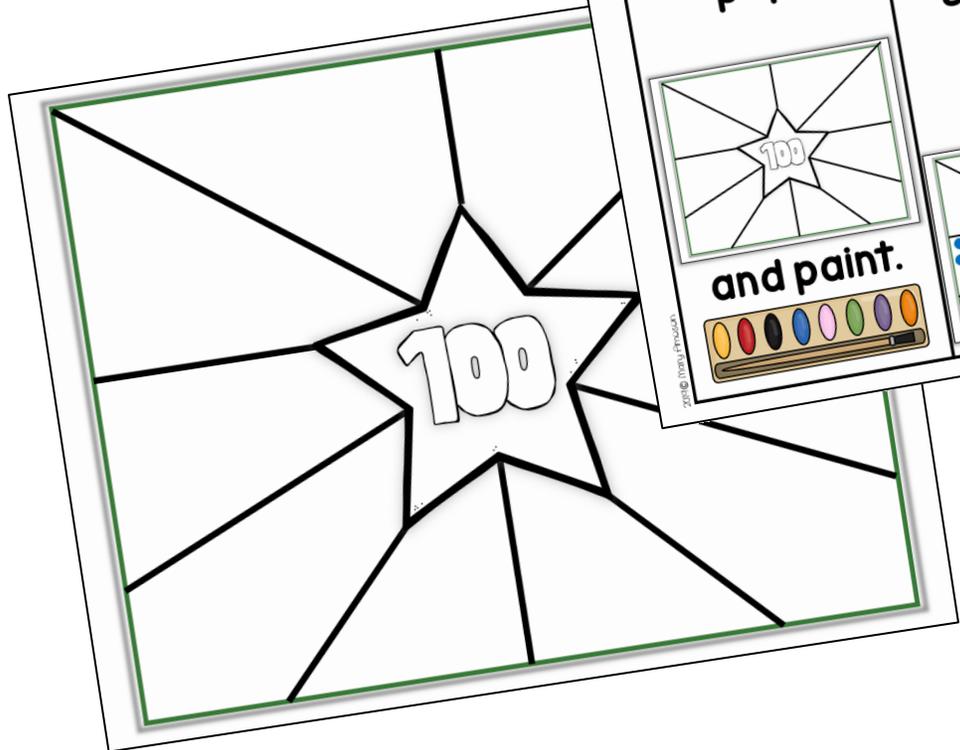
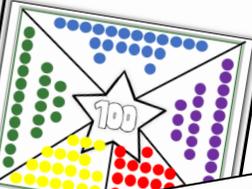
hundreds	tens	ones	hundreds	tens	ones
28			29		
hundreds	tens	ones	hundreds	tens	ones
30			31		

hundreds	tens	ones	hundreds	tens	ones
100			101		
hundreds	tens	ones	hundreds	tens	ones
102			103		



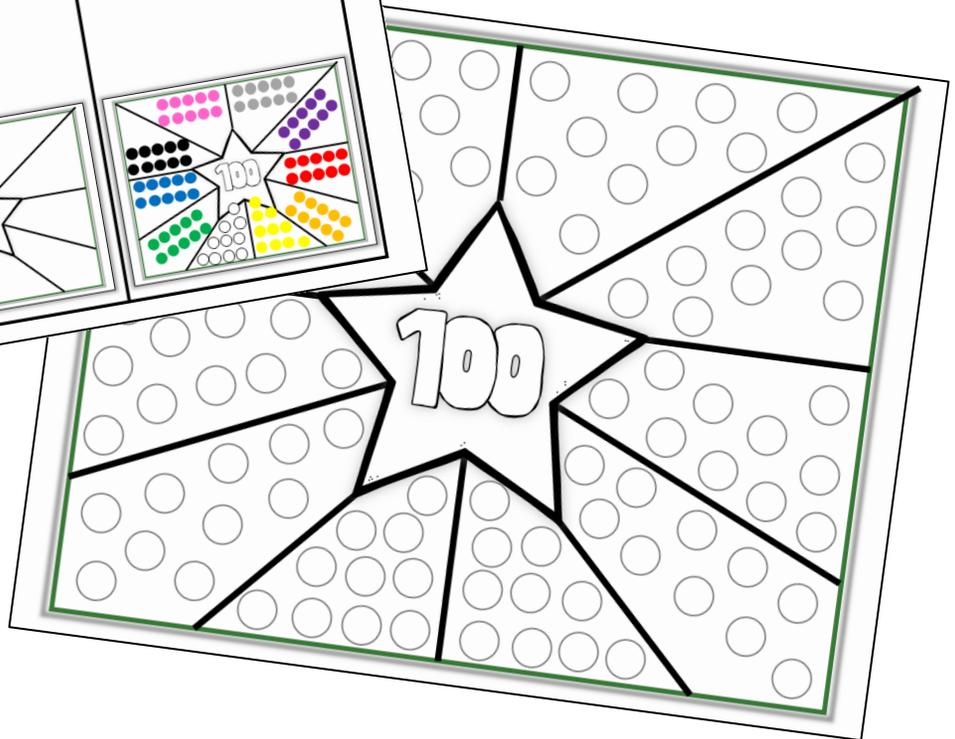
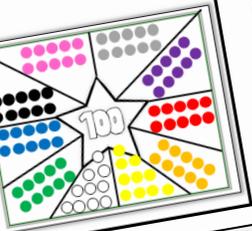
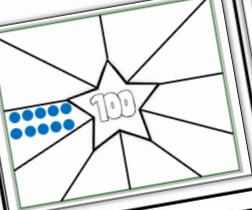
**I CAN... count sets to make the number 100.**

1. Get paper and paint.
2. Paint 20 dots in a section.
3. Paint a different color in each space.



**I CAN... count sets to make the number 100.**

1. Get paper and paint.
2. Paint 10 dots in a section.
3. Paint a different color in each space.



# I CAN... look at 100 to think if I want it or not.

1. Get paper and pencil.

2. Think about something you **want** 100 of and write it.

3. Think about something you **do not want** 100 of and write it.

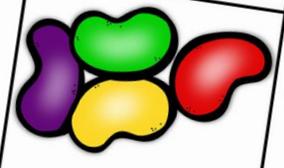


books

dollars



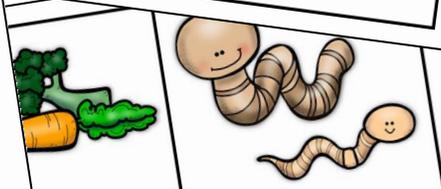
ice cream



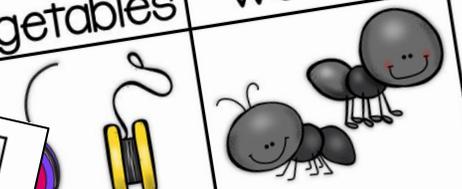
books	gumballs	blocks	lollipops	pennies	mice
dollars	jellybeans	ladybugs	vegetables	Valentines	yo-yos
ice cream	gifts	apples	crayons	snowballs	worms
cats	leaves	snowmen	flowers	photos	boxes
peas	stars	eggs	ants		

## I would want 100 of:

## I would not want 100 of:



worms



ants

Name \_\_\_\_\_  
I would want 100 of:

I would not want 100 of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

100 I would or Would Not Want 100 of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_