

FAMILY MATH

Count to 100

Dear Family,

Students have mastered the number word list to twenty and are ready to extend the count to 100. They come to recognize patterns they notice in the counting sequence, and draw on these patterns and their place value understanding to count, rather than memorizing each individual number word.

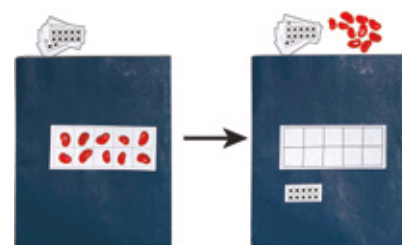


Students make rekenrek bracelets to explore the difference between counting by ones and counting by tens. The individual beads can be counted by ones, and students can count by tens to count the total number of beads on the bracelets.

At-Home Activities

Activity Idea 1 Count to 100

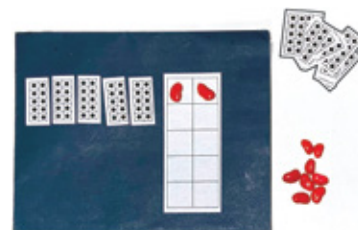
Cut out the attached 10-frame cards and gather 10 small household items, such as beans. Begin counting as you move the beans onto the large 10-frame one at a time. Once the card is full, trade the beans for a mini 10-frame card. Invite your child to count from 11 to 20 as you move the beans onto the large 10-frame one at a time. Continue the process of trading for a mini 10-frame card after each group of 10 until they have counted to 100.



Activity Idea 2 Show Me

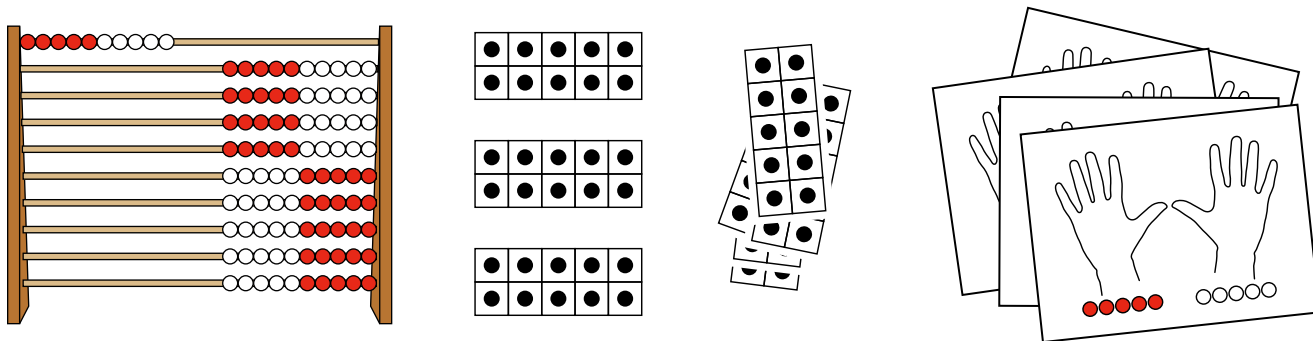
Cut out the attached 10-frame cards and gather 10 small household items, such as beans or pennies. Say a number and invite your child to show that number by using the cards and beans. For example, “Use your cards and beans to show me the number 52.” (See the example.)

Continue playing the game by providing additional numbers. Consider changing roles and allowing your child to select the number and then counting to make sure you showed the correct number.



Meaningful Counting

At first, students may think of counting as a long list of words to be memorized. However, as they learn to count to 100, they shift their focus to making meaning through pattern and structure. Through examination of math tools, students find that every time they make a new group of 10, they hear a number said when counting by tens: 10, 20, 30, 40



Between each of those decade words (twenty, thirty, forty) is a steady pattern in the ones place: numbers one through nine. Students rely on and extend their place value understanding, noticing that the number words after twenty can be formed by pairing a decade word with a number word one through nine.

