Continuing Learning

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Level: Gr 2

Category: Numeracy

Title of Lesson: Getting to 100

Goals/Objectives:

Big Idea: Numbers to 100 represent quantities that can be decomposed into 10s and 1s.

Curricular Content:
- •benchmarks of 25, 50, and 100 and personal referents
- •addition and subtraction facts to 20 (intro to computational strategies)
- •addition and subtraction to 100

Curricular Competencies: visualizing and representing number; communicating number

Materials Needed:

- Any objects around the house that can be counted—toys, beans, crackers, rocks.
- A deck of playing cards
- Several egg cartons with the last 2 compartments cut off to make 10-frames
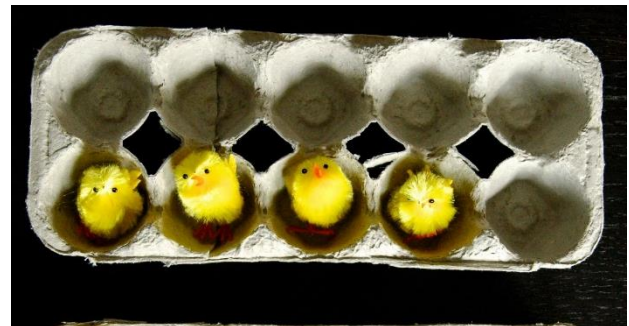
Task Instructions: (Step by Step)

Activity 1: Counting and Visualizing Numbers (consider using 10 frames if you can make them)

Choose a number: 42, 58, 89, 100
What different ways can you represent it?
Consider using symbols, pictures, ten frames, arrays, tally marks, etc.

Choose a number: 30, 50, 85, 100
Find that quantity of items (rocks, seeds, books, blocks, toys).
What different ways can you count the items?
How can you show or record how you counted them?

Activity 2: Decomposing Numbers

Choose a number: 50, 99, 125
What different ways can you decompose it?
Decompose means break into parts (ie. 50 can be decomposed into 25 and 25 or 10
and 20 and 20 and many other ways)
How will you show your thinking?

Make 45¢ in three different ways with either quarters, dimes, or nickels (you can add in pennies if you have some). (Source: https://www.openmiddle.com/)

Activity 3: Make 20

This can be played with a partner or as an individual. Take all the face cards (J,Q, K) out of a deck. Remind the child that A is 1. Shuffle the cards and deal out 5 face up in front of each player. Take turns. The goal of the game is to MAKE 20 using any combination of the five facing up cards. If you can make 20, take those cards off to the side (check with your partner) and replace with new cards from the top of the deck. Then your turn is over and it is your partner's turn. If you cannot make 20 out of your 5 cards, you may pick one to place on the bottom of the deck and take a new one from the top.
Count up how many cards you have at the end! The winner is the one with the most cards.

Adaptations/Adjustments: (consider different environments)

-Practice counting outdoors

-Look at the activities in the Grade 1 or K Week 1 Lessons (for adaptations to 5, 10 and 20)

Extensions (Optional):

-Count two different collections of objects in two different ways. Draw your collections on a piece of paper and label how many are in each collection.

-Extend activities to 500 and beyond.

References:
Fawn Nguyen
SD38-Janice Novakowski
Marilyn Burns