Really Good Stuff® **Activity Guide**

Numbers from 1 to 120 Poster

This Really Good Stuff® product includes:
- **Numbers from 1 to 120 Poster,** Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Numbers from 1 to 120 Poster**—a versatile interactive reference and teaching tool to help students learn grade-level math.

Meeting Common Core State Standards

This Really Good Stuff® **Numbers from 1 to 120 Poster** is aligned with the following Common Core State Standards for Mathematics:

Counting and Cardinality

Know number names and count sequence.

K.1 Count to 100 by ones and by tens.

K.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Operations and Algebraic Thinking

Add and subtract within 20.

1.5 Relate counting to addition and subtraction (for example, by counting on 2 to add 2).

1.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (for example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (for example, 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (for example, knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (for example, adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Numbers and Operations in Base Ten

Extend the counting sequence.

1.1 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.

Understand place value.

1.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

1.2a 10 can be thought of as a bundle of ten ones—called a "ten."

1.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

2.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.1.a 100 can be thought of as a bundle of ten tens—called a "hundred."

2.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Use place value understanding and properties of operations to add and subtract.

1.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.5 Given a two-digit number, mentally find 10 more or less than the number, without having to count; explain the reasoning used.

1.6 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 or operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Displaying the *Numbers from 1 to 120 Poster*

Before displaying the **Numbers from 1 to 120 Poster**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Poster* where students will be able to see and interact with it easily.

Introducing the *Numbers from 1 to 120 Poster*

Use the *Poster* to help students with ordering numbers, skip counting, numerical relationships, patterns, math operations, and problem-solving strategies. Tell students to use dry erase markers to circle, cross off, or highlight numbers or to point to the numbers for the following activities. For younger students, adapt all of these activities only for numbers 1 to 100 by covering the bottom two rows on the *Poster*. Then when your students are ready, uncover the numbers from 101 to 120.

Numbers from *1 to 120* Activities

• **Ordering Numbers:** Have your class practice counting from 1 to 120 in unison; or ask one student to count until you tell him or her to stop, then ask another student to continue, and so on until a student reaches 120. As you point to the *Poster*, urge students to practice counting forward and backward.

Numbers from 1 to 120 Poster

For example, ask someone to count forward from 23 to 35 or count backward from 120 to 114.

• **Skip Counting:** Encourage students to practice counting by twos, threes, fives, tens, and so on: Tell students that they are going to count by twos. Circle the number 2, and say the number. Have a student circle the number that comes next. Ask students what they notice about the pattern of these circled numbers to see if they can apply their answers to other skip-counting numbers. Also, skip count by twos to introduce even and odd numbers.

• **Numerical Relationships and Patterns:** Discuss the relationship of numbers in columns and rows. Here are a few suggestions to get you started:

- You might say, "Let's look at the numbers in the sevens column. What do you notice about them?" Point out that all of the numbers have 7 ones, or a 7 in the ones column. Use a dry erase marker to underline these 7s.
- Discuss the pattern of the numbers in the tens column. (For instance, the numbers in the tens column increase by one as they go down the column.)
- You might say, "Look at the numbers in the seventh row. What pattern do you see?" (For instance, the first nine numbers have a 7 in the tens column. The numbers in the ones column increase by 1.)

• **Addition and Subtraction:** Use the *Poster* to add and subtract numbers and to reinforce the terms *addend* and *sum*: For instance, start out with addends less than 10, and have students use the *Poster* to show how they can add 7 + 4. A volunteer highlights the 7 on the *Poster*. Then he or she checks off the next 4 numbers, landing on the sum of 11. Then use an addend greater than 10. For example, "Explain how you can add 4 + 12." Some students might start at 4 and then count up by ones: (1, 2, 3...12) and end up at 16. Others might use a dry erase marker to circle the 4, add 10 by jumping up to 14, and then add 2 to get 16. After students learn how to use the patterns in the *Poster* for solutions to addition problems, they can begin to make the connection to adding more difficult problems. For example, have students use the *Poster* to add 90 + 12: Circling 90, one student might count by tens: 10 (100) and then count up by ones: 1 (101), 2 (102). Another student might start at 90 and then count by tens: 10 (100), 20 (120), and then count backward by ones: 1 (119), 2 (118), and so on until he or she reaches 102.

Numbers from 1 to 120 Mini Poster

Copy, laminate, and distribute the *Numbers from 1 to 120 Mini Poster Reproducible*. Direct students to work on the reproducible with dry erase markers as you work at the *Poster*. Have students store them in their math folders for quick reference during math assignments.

Number Clues Game

Think of a number and give the class a variety of clues to see if students can guess what the number is. For example, tell them you are thinking of a number between 56 and 60, and it has an even number in the ones place. Have students use the *Poster* to come up with 58. Or, tell them you are thinking of a number with a 1 in the hundreds place, and 6 in the tens place. Guide them to choose 106 or 116 as a possible answer. Encourage students to pick a number and create some clues for that number for the rest of the class.

Numbers from 1 to 120 Practice Grid

Make and distribute the *Numbers from 1 to 120 Practice Grid Reproducible* whenever extra practice is required. Have students use the reproducible to practice their counting and number-writing skills. Label the grid with certain numbers to adapt the reproducible to meet each student's individual needs. For example, one student may need to practice with a grid with every other number already filled in, another student may need every fifth number, another student may need to practice the multiples of 10, and another student may need to practice only the numbers greater than 100. As students improve their counting and number-writing skills, continue to adapt grids to ensure that all students eventually achieve grade appropriate math skills.

Name: _____

Numbers from 1 to 120

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____

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