

120 Grid Carpet

This Really Good Stuff® product includes:

- 120 Grid Carpet
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **120 Grid Carpet**—an interactive way for students to extend the counting sequence, and practice number sense, place value, and addition and subtraction up to 120.

Meeting Common Core State Standards

This Really Good Stuff® **120 Grid Carpet** is aligned with the following Common Core State Standards for Mathematics:

Counting and Cardinality

- 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).

Numbers and Operations in Base Ten

- 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.
- 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).
- 1.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 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 10 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 of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

120 Grid Carpet Care

Keep this *Carpet* in good condition by vacuuming it occasionally. For spots or stains, clean the *Carpet* with your preferred carpet cleaner, checking first for colorfastness.

Displaying the 120 Grid Carpet

Before displaying the **120 Grid Carpet**, 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.

Place this 6-foot x 6-foot *Carpet* in an area where students will have plenty of room to move around it and interact with it. You may wish to place a non-skid carpet pad below it to prevent it from moving as students complete activities. Create cover cards for activities by cutting 120, 3- x 5-inch index cards into 3-inch squares and placing them in a zippered plastic bag until ready for use.

Introducing the 120 Grid Carpet

Gather students around the **120 Grid Carpet** and explain that they will use this *Carpet* to learn about numbers from 1 to 120. Have students look at the *Carpet*, and then ask them to talk about any patterns they see. They may mention that some of the numbers have different-colored backgrounds. Point out the numbers with orange backgrounds on the *Carpet* and ask students what they have in common, and then explain that they are all multiples of five. Point out the numbers with red backgrounds on the *Carpet* and ask students what they have in common, and then explain that they are all multiples of 10. Count to 120 by tens, then by fives, then by twos and ones, having a student come forward to step on or point to each number as the class counts. Point out to students that no matter what number they stand on, the number that is 10 more than that number is directly below it, and the number that is 10 less is directly above it.

Demonstrate the use of the cover cards by handing several of them out to students and asking them to come forward and place their cards on selected numbers on the grid. Explain that they will be using the cover cards to mark different numbers as they complete activities on the *Carpet*. Copy, laminate, and distribute the *120 Grid/Number Card Reproducible* to your students or provide them with acetate sleeves acceptable for use with dry erase markers. Have them store the reproducibles in their math folders for reference as activities are completed on the *Carpet*.

Once you have introduced the **120 Grid Carpet**, use it for whole-group or small-group lessons for the following activities:

Counting on the Carpet

Practice counting with the **120 Grid Carpet**. Make a copy of the *120 Grid/Number Card Reproducible*, laminate it, and cut apart the number squares to make a set of number cards. Place the number cards in a zippered plastic bag until ready for use. Make a copy of the *Game Cards Reproducible*, laminate it, and cut the cards apart. Place the My Number card and the selected game cards (facedown) on a table nearby. To practice counting, have a student draw a number card from the zippered bag, take the My Number card, and place it on the *Carpet* at the bottom of the box for the chosen number. Then, have the student choose a game card and count from the starting number in the way indicated on the card.

For example, if a student chooses the number 64, he or she would place the My Number card at the bottom of the box

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containing the number 64. Then, if the student draws the Count by tens from your number card, he or she would count 64, 74, 84, 94, 104, 114, and then 115, 116, 117, 118, 119, 120, all while stepping to the numbers on the carpet. As the student is counting on the *Carpet*, have the rest of the class or group follow along on their *120 Grid/Number Card Reproducible*. If the student draws the What number is 10 more? card, he or she would place the My Number card on the 64, step to the number 74, without counting up individually if possible, and place the New Number card at the bottom of the box for 74. Have the students agree or disagree on each student's answer, then remove the cards from the *Carpet*, return them to the table, and allow additional students to choose cards.

Numbers and Objects

Provide individual students or small groups with a set of 120 objects for counting (such as beans, coins, or other manipulatives). Have a small beanbag available for this game, along with cover cards. Choose a student to toss the beanbag on to the *Carpet*, read the number it lands on, and stand on that number. Then, have students or small groups count out that number of objects. Encourage students to count out and group their objects in different ways, such as by twos, fives, or tens. Once students have counted their objects, have them tell the number of tens and number of ones in their sets. The student who tossed the beanbag places a cover card on his or her number, sits down, and another student tosses the bag. Play continues until a predetermined number of squares on the *Carpet* are covered.

Guess the Hidden Numbers

Take several of the cover cards, cover a selection of numbers on the *Carpet*, and then have students sit around the perimeter of the *Carpet*. Ask students to look at the numbers surrounding one of the cover cards to help them guess the number that is covered. Call on students to name a covered number, and then remove the cover card if they are correct. Students continue naming covered numbers, and removing cards, until all the cover cards have been removed.

Tens and Ones

Place the set of number cards you made from the *120 Grid/Number Card Reproducible* in a small bag. Place the Name the tens and Name the ones game cards facedown on the floor or table. Have a volunteer stand up, draw a number card from the number bag, and stand on or point to that number on the *Carpet*. Then, another student chooses one of the game cards from the table, reads it aloud, and places it back on the table. The student standing on the *Carpet* names what is asked for on the game card. He or she then leaves the *Carpet*, another student chooses a number from the bag, and the student that just played chooses the game card. Play continues until all students have had the chance to stand on the *Carpet* and play.

Even and Odd

Place the set of number cards you made from the *120 Grid/Number Card Reproducible* in a small basket on a table near the

Carpet. Put the Even and Odd game cards facedown on the table and a stack of cover cards next to them. Choose a student to come up to the table, pick a game card, and read it aloud to the class. Then, have the student pick a number card from the basket, read it aloud for the class, and decide if the number matches the game card. If the cards match, the student can place a cover card on that number on the *Carpet*. For example, if a student chooses the Even game card and the 42 number card, then he or she may cover the number on the *Carpet* announcing that 42 is an even number. He or she then places the number card in a discard pile, returns the Even card to the table facedown, and draws another set of cards. If the game card and number card do not match, the student returns the cards to the basket and chooses another student to draw. Play continues until all of the numbers on the *Carpet* are covered, or as long as your time allows.

Greater Than/Less Than

Place the set of number cards you made from the *120 Grid/Number Card Reproducible* in a small basket on a table near the *Carpet*. Put the > and < game cards facedown on the table. Choose a student to come up to the table, pick a game card, and read it aloud to the class. Then, have the student pick two number cards from the basket, read them aloud for the class, and point to the numbers on the *Carpet*. Have them name the number of tens and the number of ones in each number. Next, have the student announce the correct number sentence using the > or < sign that was drawn. For example, if a student draws the > sign and the numbers 87 and 118, the student would say 118 is greater than 87. He or she then returns the > or < game card to the table facedown and another student draws cards. You may wish to choose a student recorder who records the > and < number sentences on a dry erase board. Play continues until several students have had a turn.

Computing on the Carpet

Select the number cards you wish students to use for addition or subtraction number sentences and place them in a basket. Have the whole class or a small group of students sit around the *Carpet*, and give a dry erase board and marker to one student who is designated the recorder. Tell students whether they will be adding or subtracting. Have a student choose one number card from the basket and place the My Number game card on that number on the *Carpet*. The student then selects a second number card from the basket and counts forward or backward (depending on the operation), first by tens and then by ones to the second number. Have him or her call out the answer and repeat the finished number sentence for the recorder to write on the dry erase board. Have the whole group double-check the problem. For example, if the students are doing addition problems, a student might start on the number 43, count down the *Carpet* 5 tens (rows) and 9 ones (spaces) to the number 102, then say $43 + 59 = 102$. Continue with several students choosing number cards, counting, and announcing number sentences for addition or subtraction problems. After several students have had a turn, have the recorder read the number sentences aloud for the group.

Name: _____

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

My Number

New Number

**Count by ones
from your number.**

**Count by twos
from your number.**

**Count by fives
from your number.**

**Count by tens
from your number.**

Name the tens.

Name the ones.

**What number is
10 less?**

**What number is
10 more?**

Even

Odd

