

Name: _____

Directions: Read and solve each problem. Write a number sentence showing how you solved it. Don't forget to label your answer. 

1) The Rec. Department expects 100 students to register for summer camp. 45 have registered so far. How many more students need to register before the predicted number is reached?

2) The Food Services Team ordered 100 ice cream cups for field day. At the end of the day, eight ice cream cups were left in the cooler. If each student were given one, how many students attended field day?

3) Fifty-five of Winterbury Elementary School's 100 fourth graders belong to a Scout troop. How many students are not Scouts?

4) Students at Kreston Primary School are looking forward to their 100th Day Celebration. So far they have been in school for 67 days. How many more days until they reach 100th Day?

5) Meridian Elementary's music teacher is hoping to recruit 100 students to participate in the spring play. So far, she has received permission slips from 84 students. How many more does she need?

6) Sierra is collecting pop-tabs for a fundraiser. Her goal is to collect 100 a week. By how much will she pass her goal if she collects 234 pop-tabs by the end of her first week?



100 Ways to Make 100 Anchor Chart - Bilingual

This Really Good Stuff® product includes:

- 100 Ways to Make 100 Anchor Chart - Bilingual, laminated
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **100 Ways to Make 100 Anchor Chart - Bilingual**—an interactive bilingual poster, in which students demonstrate their knowledge of various ways to make 100.

Meeting Common Core State Standards

This Really Good Stuff® **100 Ways to Make 100 Anchor Chart - Bilingual** is aligned with the following Common Core State Standards for Mathematics:

Counting and Cardinality

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

Number and Operations in Base Ten

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

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

Operations and Algebraic Thinking

3.Overview Multiply and divide within 100.

Displaying the 100 Ways to Make 100 Anchor Chart - Bilingual

Before displaying the **100 Ways to Make 100 Anchor Chart - Bilingual**, 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. Display the Chart where students will be able to see and interact with it easily. Use the English or Spanish side of the Chart.

Introducing the 100 Ways to Make 100 Anchor Chart - Bilingual

Before introducing the **100 Ways to Make 100 Anchor Chart - Bilingual**, record three different ways to make 100 on three sticky notes. Gather students around the Chart. Place your sticky notes on the Chart, and ask students what all three sticky notes have in common. If necessary, explain that each is a way to make 100. Discuss how there are many ways to make the number 100 through equations and word problems using addition, subtraction, multiplication, division, and combinations of the four operations.

Explain that you have a challenge for the class: You are challenging them to come up with 100 ways to make 100. Direct their attention to the **100 Ways to Make 100 Anchor Chart - Bilingual**. Distribute 5 to 10 sticky notes to each student. Indicate that as a class, they are to fill the Chart with 100 sticky notes, each describing 100 ways to make 100.

Instruct the class to brainstorm independently as many ways as they can to make 100. Ask them to write one way on each sticky note. Set a timer, and urge them to work quietly. When the time is up, instruct each student to share his or her examples, one at a time. If an example correctly makes 100 and has not yet been shared by another student, have the student put his or her sticky note on the Chart. To ensure that there are 100 unique ways to make 100, make sure the other students listen carefully and discard any identical examples of ways to make 100. Continue sharing and posting sticky notes on and around the Chart until there are 100 unique ways to make 100.

100 Ways to Make 100 Anchor Chart - Bilingual

Variation:

Copy and distribute the *Ways to Make 100 Reproducible*. Tell students to use the reproducible as a recording sheet as they brainstorm. Divide students into groups of three to four, and direct them to share their examples of ways to make 100. If a student's example correctly makes 100, and he or she is the first in the group to share it, that student is to circle the smiley face on the reproducible. If a student hears someone else in the group share the same example, the student is to circle the X. Have each student transfer only his or her unique examples of ways to make 100 that they had listed on the reproducible onto a sticky note and place the sticky notes on the **100 Ways to Make 100 Anchor Chart - Bilingual**.

Team Challenge

Divide the class into small groups. Distribute a copy of the *Ways to Make 100 Reproducible* to each group. Challenge each group to come up with 10 unique and creative examples of ways to make 100 that they don't think any other group will come up with. Give the teams a time limit, and tell them to decide upon a "recorder" to write on the reproducible. When time is up, gather the teams together. Ask one member of each team to take turns sharing their team's examples. If no other team has the same example, the recorder circles the smiley face. If another team has the same example, the recorders for both teams circle the X next to that answer. The team with the most smiley faces circled on their reproducible wins the challenge.

100 Ways on 100th Day

Incorporate the **100 Ways to Make 100 Anchor Chart - Bilingual** as a part of your morning

calendar routine. Each day leading up to 100th Day, together create and record one way to make 100 on a sticky note. Place the sticky note on the *Chart*. On 100th Day, celebrate the creation of 100 unique ways to make 100.

Ways to Make 100 Reproducible

Copy and distribute the *Ways to Make 100 Reproducible*. Ask students to write 10 ways to make 100 on the reproducible, encouraging them to be creative. Divide students into pairs, and have them check each other's examples: If the answer to each example is 100, instruct them to circle the smiley face. If the answer to an example doesn't equal 100, tell them to circle the X.

Which Way to 100

Use this activity as practice, for assessment, or for differentiation: On one copy of the *Ways to Make 100 Reproducible*, write 10 equations or word problems mixing equations and problems to make 100 with those that do not make 100. Copy and distribute your programmed reproducible. Ask students to complete each equation or word problem. If an answer is 100, instruct students to circle the smiley face. If an answer doesn't equal 100, tell them to circle the X.

Word Problems Reproducible

Copy and distribute the *Word Problems Reproducible* for 100th Day homework or morning work.

Answers: 1) 55 students, 2) 92 students, 3) 45 students, 4) 33 days, 5) 16 permission slips, 6) 134 pop-tabs

Name: _____ Date: _____

Ways to Make 100

1.  	6.  
2.  	7.  
3.  	8.  
4.  	9.  
5.  	10.  