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Teaching With Favorite **100th Day of School** Books

BY **JOAN NOVELLI**



NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY
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Teaching
Resources



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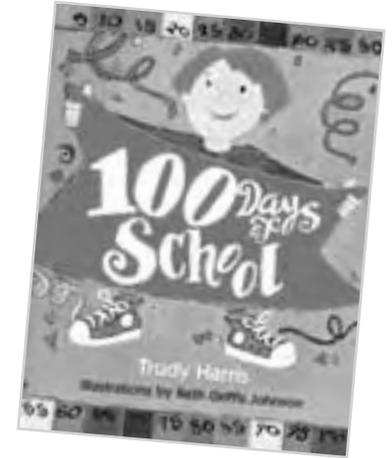
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100 Days of School



BY TRUDY HARRIS (THE MILLBROOK PRESS, 1999)



“If 10 tired children take off their shoes, what do you get? Lots of bare feet! And . . . (I suppose) 100 toes!” Adorable rhymes like this will inspire children to think of the number 100 in new ways, and encourage a creative approach to their own collections for celebrating the 100th day of school.

Before Reading

Use the colorful border of numbers on the cover to reinforce counting by fives to 100. How many fives are there in 100? Encourage an understanding of the relationships among numbers by asking, “How many spaces would the numbers fill up if the border counted to 100 by tens?” (*ten, or just the top or bottom row*) “If you were the illustrator, how would you arrange the numbers on the cover if you were counting to 100 by 20s? By 25s?”

During Reading

Each riddle in this book builds fluency with number combinations, helping readers develop strategies for understanding and computing numbers to 100. After reading the book through for fun, reread it, this time stopping to let children share a number sentence that goes with each riddle. Write these on sentence strips for use with a later activity. (See Pocket Chart Match, page 38.)

After Reading



Rhyming riddles make this book a fun way to learn math skills. Explore both parts of this book with these questions:

- ☉ What do you notice about each of the rhymes in this book? (*One of the rhyming lines in each riddle is in parentheses.*) Why do you think the author did this? (Use this question to discuss an author’s “voice,” and how that comes through in a story.)

(Continued)

Meeting the Math Standards



Number & Operations:

- ◆ recognize how many in sets of objects
- ◆ count large numbers
- ◆ recognize patterns/relationships among numbers
- ◆ fractions
- ◆ develop fluency with number combinations for addition and subtraction

Algebra:

- ◆ understand patterns
- ◆ illustrate principles/properties of operations
- ◆ use concrete/pictorial/verbal representations to develop an understanding of conventional symbolic notations

Mini Math Adventure

In the book, ten children take off their shoes to show 100 toes. That's a lot of toes to count! But children may discover that it's easier to count them by tens. Use "ten frames" to let students experiment with counting large numbers of objects. On posterboard, make 10 ten frames (each ten frame should have two rows of five connected boxes). Provide several containers of small objects, such as pennies, bolts, or dried noodles. Ask students to use the ten frames to discover if each container has more than 100, 100 exactly, or fewer than 100.

Teaching Tip

You'll need sentence strips with the following number sentences for Pocket Chart Match:

- 95 + 5 = 100
- 10 x 10 = 100
- 50 + 50 = 100
- 20 x 5 = 100
- 10 x 10 = 100
- 99 + 1 = 100
- 25 + 25 + 25 + 25 = 100
- 10 + 90 = 100
- 1 x 100 = 100
- 75 + 25 = 100
- 99 + 1 = 100

- ⊙ How many different ways did the author combine numbers to make 100? (*Ten. There are 11 riddles, but two use the same combination.*) Why do you think the author chose these combinations?
- ⊙ What are some other ways to group things to make 100? Can you think of ways to make rhymes with them? Example:

*With two American flags flying, what will you get?
Twenty-six stripes.
And...
(it's true)
100 stars, too!*

Extending the Book

Pocket Chart Match

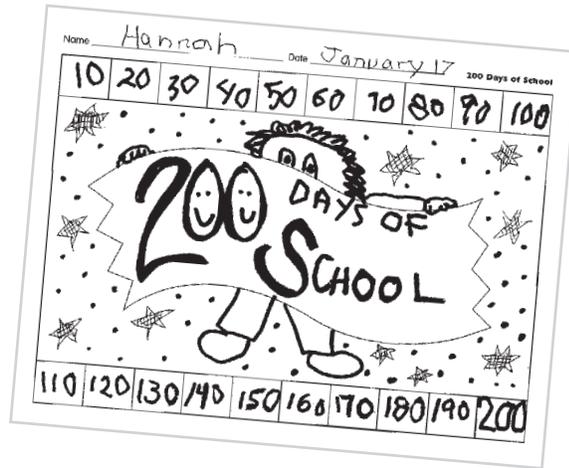
Use the number sentence strips (see During Reading, page 37) for a matching activity that reinforces fluency with number combinations and an understanding of grouping.

- ⊙ Cut apart the number sentence strips from the During Reading activity so that each part of the number sentence is on a separate card. For example, the number sentence $10 \times 10 = 100$ would be cut into five parts: 10, \times , 10, $=$, 100. Mix up the cards and place them at the bottom of the pocket chart.
- ⊙ Gather children around the pocket chart for an interactive rereading of the story. As you read each riddle, let children take turns selecting the correct parts of the number sentence and placing them in order in a pocket on the chart to create a complete number sentence. If the sentences are composed correctly, students will have used all parts by the end of the story.



200 Days of School!

Make innovations on the colorful cover of this book to explore numbers greater than 100. This exercise offers opportunities to strengthen number sense, develop understanding of the size of numbers, explore patterns and number relationships, and introduce commonly used fractions.



- ☉ Give each child a copy of page 40. Explain that this is the cover of a new book: *200 Days of School*. Have students fill in the title in the banner space. If they wish, they can add artistic details such as a child holding the banner.
- ☉ Point out the squares that make up the border. Revisit the cover of *100 Days of School* to remind students of the numbers that count by fives to 100 in that border. Have students complete the border of their new book cover, counting by tens to reach 200.
- ☉ Compare the original book cover that counts to 100 by fives with children's new book covers that count by tens to 200. What do students notice about the relationships between the two sets of numbers? (For example, 200 is double 100; each number on the 200 Days of School cover is double the number in the same position on the 100 Days of School book.) How can students represent the relationship of 100 to 200? (For example, 100 is 1/2 of 200.) How can students represent the relationship between the other sets of numbers? (For example, five is 1/2 of ten.)

Riddle Reversals

To reinforce flexibility in thinking about numbers and an understanding of how operations relate to one another, reverse the riddles and let children solve them as subtraction problems. For example, reread the riddle about the bees, in which 25 fly out of the hive, followed by 25, 25, and 25 more. Then give children the following problems to solve: "100 bees are out of their hive. But if 25 bees turn around and fly back in, how many bees will be left out of the hive?" ($100 - 25 = 75$ bees out of the hive) "If 25 more fly back into the hive, how many will be left?" Another 25? 25 more? Children will also enjoy using the riddles in the book to make their own riddle reversals to show how the operations of addition and subtraction are related.

Teaching Tip

Challenge children to answer this question and explain their reasoning: "Could we celebrate 200 days of school?" If the answer is yes, about when would this day fall? If the answer is no, why not?

Book Link



For another puzzling look at numbers, share the inventive *City by Numbers*, by Stephen T. Johnson (Penguin, 1998). This wordless book challenges readers to discover the numbers 1 to 21, in a shadowy building, in a pattern of milky windowpanes, and in a dramatic view of the Brooklyn Bridge. Scale, shadow, texture, patterns, and other techniques make this a rich resource for any math program, inviting children to view the world around them in new ways. Challenge children to extend the book by finding the numbers 22 to 100 in objects they see every day. Let children record their findings by drawing pictures of what they see. Or consider using a digital camera to capture images.