



Starfall 
Kindergarten
Mathematics

**100th
Day
of School**

100th Day

Daily Routines

Extend the Daily Routines to include the following:

Number Line:

- Sing: "How Many Days Have We Been in School?"
- A volunteer identifies the last number revealed.
- A volunteer tells what "one more" day is and reveals the number.
- Ask: **What are the different ways we can count to 100?** (ones, twos, fives, tens)
- Divide the class into several groups. Assign each group a different way to count to one hundred.

How Many Days Have We Been In School?

(Tune: "Here We Go Round the Mulberry Bush")

*How many days have we been in school,
been in school, been in school?*

*How many days have we been in school,
who can tell me please?*

Place Value

Continue the Place Value Routine, bundling ten groups of ten into a new group of one set of a hundred.

Transitional Activities

Incorporate the following transitional activities throughout the day. The children:

- Jump 100 times.
- Estimate how far they would travel by taking 100 steps out the classroom door. They take 100 steps out the classroom door and compare the actual results to their estimates.
- Close their eyes and open them when they think 100 seconds have passed.
- Agree as a class to bring in 100 cans of food to donate to a homeless shelter.
- Participate in a shared writing which lists 100 things for which they are thankful. Number the list.
 - Work together to create a chain with 100 links, using 100 paper strips of alternating colors (except white). Hang the chain in your classroom. The children continue to add one white link per day for the remainder of the school year.
 - Think of ways 100 is used (100 years old, 100 miles, 100 watt light bulb, 100 degrees, 100 minutes, etc.). Create a class "100 Number Box" on the whiteboard and list the children's responses.

Counting & Cardinality

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

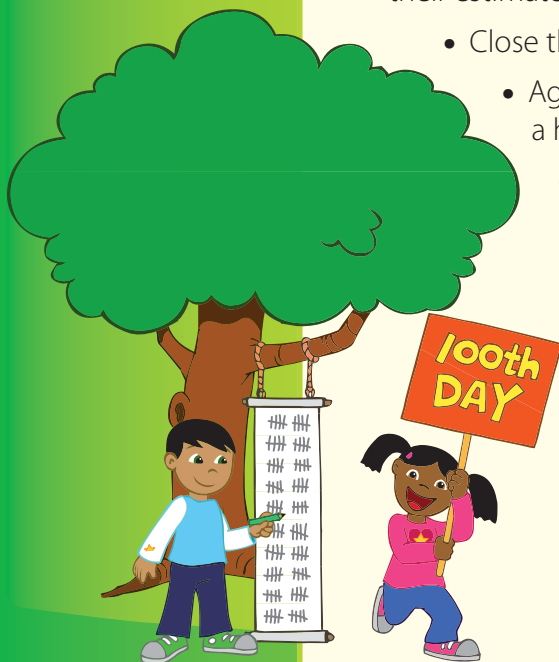
B.4 Understand the relationship between numbers and quantities.

B.4a Say number names in order, pairing each object with one number.

B.4c Each successive number refers to one more.

CC.2 Supply missing number in a sequence.

CC.4 Count to 100 by twos and by fives.



Suggested Activities for the 100th Day

Missing Numbers to 100

Project the “Missing Numbers to 100” worksheet and/or display the Hundredth Day Chart so the children can easily see it.

Distribute the “Missing Numbers to 100” worksheet to each child.

Ask: **What is missing on this worksheet? Right, there are missing numbers. What strategies could we use to fill in the missing numbers?**

(Number Line, Hundredth Day Chart)

The children write their names on the bottom of the worksheet, and work together in partners or small groups to fill in the missing numbers. Encourage the children to help each other. This worksheet may also be completed as a group, with volunteers filling in the missing numbers on the projected copy on the whiteboard.

Note: Do not be concerned with numbers that are written backwards, such as 3, 5, and 6, although it is important that the children do not reverse two-digit numbers (14 rather than 41).

Look at Us at 100 Years Old!

Note: There are two “Me at 100” worksheets.

On worksheet #1 the children draw themselves now and also how they predict they will look at age 100. Worksheet #2 extends this concept by incorporating a writing activity. The children think of something they really would like to do before they are 100 years old, and write a sentence about it on the handwriting lines.

Display the People of Different Ages Picture Cards in random order in a pocket chart.

Ask:

- **When you were born were you the same size you are now?**
- **When you get older will you be the same size?**

Continue: **Let’s look at these pictures and put them in order.**

The children assist to sequence the Picture Cards in chronological order.

Ask:

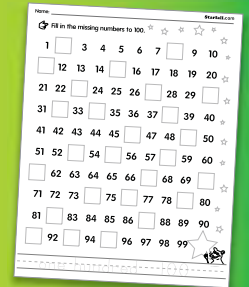
- **How are you the same now as you were when you were a baby?**
- **How are you different now?**
- **How will you change between now and when you are 100 years old?**

Distribute the “Me at 100” worksheet to each child. The children draw themselves now and how they might look at age 100.

Optional: Discuss with the children things they might want to do, or places they might want to go before they are 100. Complete worksheet #2 and write about one of these places or things.

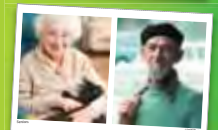
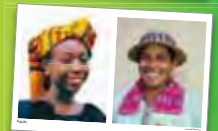
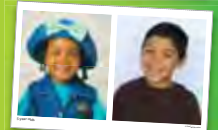
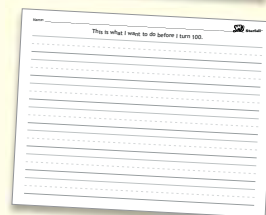
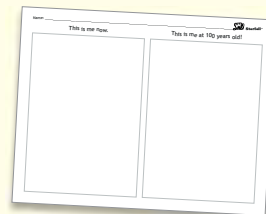
Materials

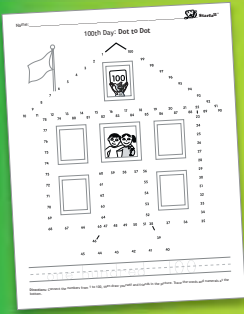
- “Missing Numbers to 100” worksheet for each child
- Pencils, crayons



Materials

- People of Different Ages Picture Cards
- Pocket chart
- “Me at 100” worksheet for each child
- Pencils, crayons





Connect the Dots

The children use the Classroom Number Line or Hundredth Day Chart to assist in connecting the dots from one to 100.

Variations: Working with partners will support children who need additional assistance. Project this worksheet and complete it together.

Sorting 100 Objects

Gather the children in a semi-circle on the floor or rug. Place one hundred objects in the center.

Say: **Here are 100 objects. Today we will sort these objects into smaller groups. Let's start with this book. Who would like to be in charge of the book category?**

Choose a volunteer (or two) to collect the items that belong to the book category and stack them in front of him or her (or them).

Continue: **Here is a crayon. Does the crayon belong to the book category? (Volunteers respond.) Why or why not?**

Say: **Let's start a new category for crayons.** Assign another child or partners to collect the set of crayons.

Continue until all the objects are classified into categories. Encourage debate and discussion related to which objects belong in which category. Count the objects in each category to determine which categories have the most and least number of objects.

Materials

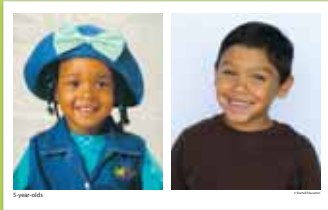
- Dot-to-Dot Hundredth Day Picture
- Pencils, crayons

Materials

- Collect 100 objects from the classroom. Include different kinds of objects (books, blocks, toys, crayons, pencils, etc.)

Picture Cards

People of Different Ages



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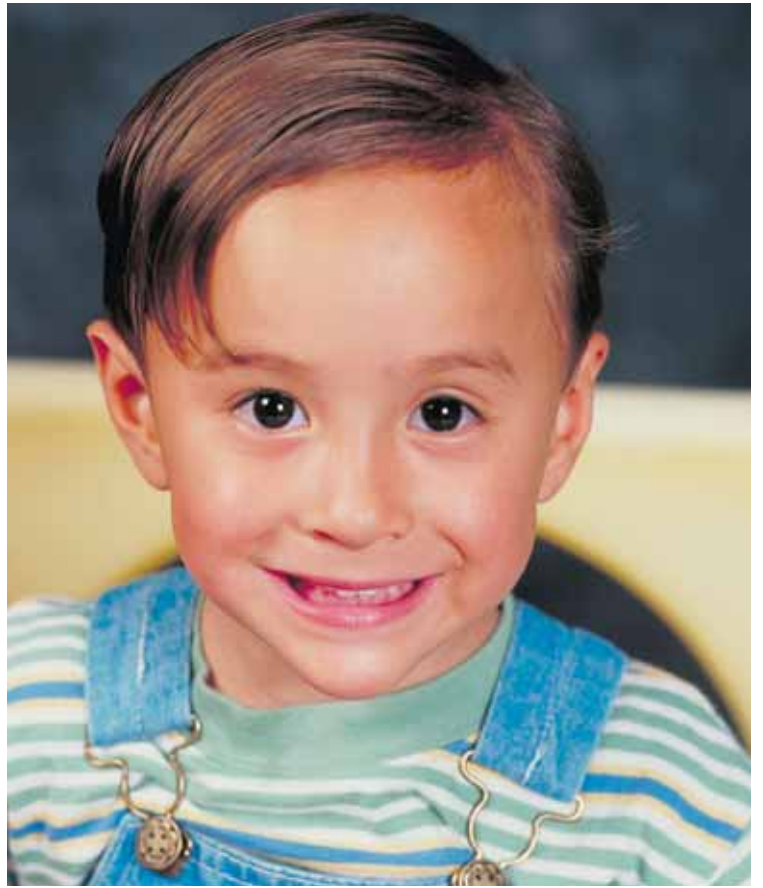


Babies





Toddlers



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5-year-olds



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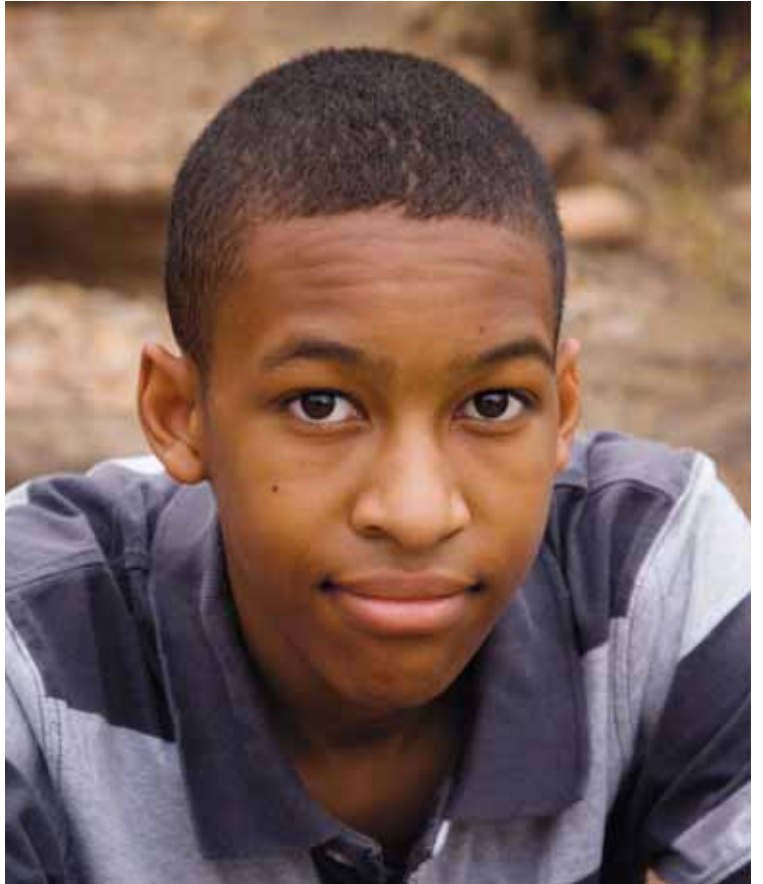
10-year-olds



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Teenagers



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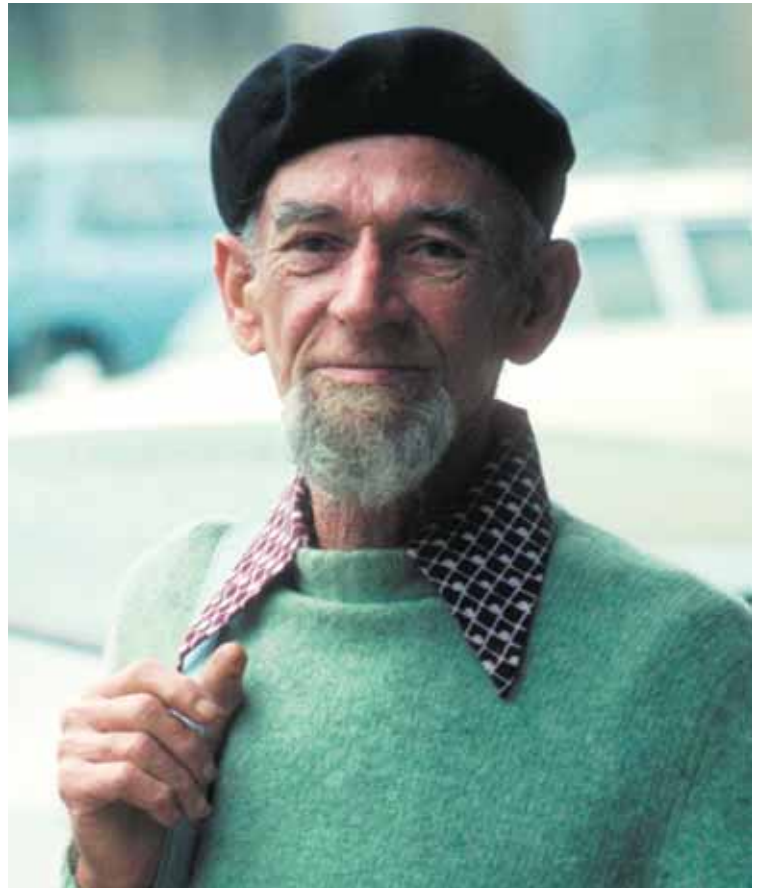
Adults



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Seniors



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Name: _____



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100th Day: Dot to Dot

100th Day: Dot to Dot

1 100

2 99

3 98

4 97

5 96

6 95

7 94

8 93

9 92

10 91

11 90

12 89

13 88

14 87

15 86

16 85

17 84

18 83

19 82

20 81

21 80

22 79

23 78

24 77

25 76

26 75

27 74

28 73

29 72

30 71

31 70

32 69

33 68

34 67

35 66

36 65

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73 28

74 27

75 26

76 25

77 24

78 23

79 22

80 21

81 20

82 19

83 18

84 17

85 16

86 15

87 14

88 13

89 12

90 11

91 10

92 9

93 8

94 7

95 6

96 5

97 4

98 3

99 2

100 1

one hundred 100

Directions: Connect the numbers from 1 to 100, then draw yourself and friends in the picture. Trace the words and numerals at the bottom.

Name: _____



100th Day: Missing Numbers



1	<input type="text"/>	3	4	5	6	7	<input type="text"/>	9	10
<input type="text"/>	12	13	14	<input type="text"/>	16	17	18	19	20
21	22	<input type="text"/>	24	25	26	<input type="text"/>	28	29	<input type="text"/>
31	<input type="text"/>	33	<input type="text"/>	35	36	37	<input type="text"/>	39	40
41	42	43	44	45	<input type="text"/>	47	48	<input type="text"/>	50
51	52	<input type="text"/>	54	<input type="text"/>	56	57	<input type="text"/>	59	60
<input type="text"/>	62	63	64	65	66	<input type="text"/>	68	69	<input type="text"/>
71	72	73	<input type="text"/>	75	<input type="text"/>	77	78	<input type="text"/>	80
81	<input type="text"/>	83	84	85	86	<input type="text"/>	88	89	90
<input type="text"/>	92	<input type="text"/>	94	<input type="text"/>	96	97	98	99	<input type="text"/>

one hundred 100

Directions: Fill in the missing numbers to 100, then trace the words and numerals at the bottom.

Name: _____



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This is me now.

This is me at 100 years old!

Name: _____



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This is what I want to do before I turn 100.

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.