Take 100

MATERIALS

- ❖ A deck of cards containing two of each of the following numbers (copy two sheets of the Take 100 cards): 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 50, 55, 60, 65. 70. 75. 80. 85. 90. 95
- ❖ Take 100 cards – copy twice
- ❖ "Take 100 Game" Student Recording Sheet

Directions:

1. Shuffle the deck of cards and give each player 20 cards (see attached cards). At the same time each player turns over the top card and lays it face up (so the number shows) on the table.
2. If the 2 cards total one hundred, the first student to say "one hundred!" gets those two cards.
3. If the cards do not total 100, each player turns over another card placing it beside the cards turned over previously. This allows students to choose 2 cards that total 100 from a set of numbers.
4. Both players look to see if a sum of 100 can be made. The first player to find a pair of cards that totals 100 and says "one hundred!" gets the two cards.
5. Play continues until all the cards have been used.
6. As students play, ask them to record their pairs of 100 as an addition number sentence. This gives students an opportunity to focus on the pairs that make 100 and provides a record of the game.
7. This game can be adapted to eliminate the speed aspect to the game. Students can take turns turning over two cards and placing them face up next to the deck of cards. If the sum of the numbers is 100, the student gets to take those cards and any others that have been turned over. If the numbers do not equal 100, then the cards are left face up and the student's turn ends. Play continues until all of the cards have been turned over. The player with the most cards at the end of the game wins. After ample time playing the game bring students back together to discuss what they were about while playing the game.

FORMATIVE ASSESSMENT QUESTIONS

These questions may be used to facilitate student thinking during the work session of the task.

- ❖ What do you do to help you remember the number combinations that make up one hundred? Are you thinking of number combinations that make ten? How does this help?
- ❖ What can you do to find the answer quicker than your partner?
- ❖ Why doesn't 63 + 47 equal 100?

DIFFERENTIATION

Extension

- ❖ Have students create number cards using numbers that are not multiples of 5.
- ❖ To determine a winner have each student take all the cards he or she won and add them. Students will trade cards and let their partner add the cards with a calculator. When the amounts agree, the student with the larger total wins the game.

Intervention

- ❖ Play a "Pairs to Twenty Game" using two of each of the following cards: 1, 19, 2, 18, 3, 17, 4, 16, 5, 15, 6, 14, 7, 13, 8, 12, 9, 11, 10, and 10. Once students become proficient to 20, increase to 50.

Take 100 Game

Number of Players: 2

Materials: Deck of 40 Cards

Directions:

1. Shuffle the cards well and lay them face down in a pile on the desk.

2. Turn the top card over and set it to the side where both partners can see it. Now turn the next card over and set it to the side of the first overturned card.

3. Your goal in this game is to make sets of one hundred.

4. If the first two overturned cards equal one hundred when added together, try to be the first one to say, "One hundred!" loudly enough for your partner to hear you. If you are first to notice, you may take the cards. If your partner is the first to notice, he or she gets to take the cards.

5. If the first two cards do not make a set of one hundred, keep turning cards over and setting them next to the first overturned cards. When someone spots a combination of one hundred, they can take the two cards that total 100. Keep playing this way until all cards have been claimed or until no cards are left and the overturned cards do not make a set of one hundred.

6. The player with the most cards at the end of the game is the winner.