

Counting by 2s, 5s, 10s...
 Ask students to use the green tiles to cover multiples of 2 (up to the number 50) on the board, while counting aloud together: "2, 4, 6, 8, 10...50." Now, ask students to cover multiples of 5 in the same range with the purple tiles as they count aloud together: "5, 10, 15, 20...50." Instruct students to find the numbers common to multiples of 2 and 5 (10, 20, 30...), remove the tiles covering them, and re-cover them with the white number tiles only. Students

or odd.
 time, and ask students to cover them with the correct color tile to show even then clear the board. This time, call out various numbers from 1–50, one at a time, and ask students to cover them with the patterns they see, and numbers 1–10 with white number tiles. Talk about the patterns they see, and tiles. Prompt students to cover even numbers 1–10 with green tiles and odd numbers end in 1, 3, 5, 7, and 9, create patterns showing this with the After introducing the concept that even numbers end in 2, 4, 6, 8, and 0, and

Even or Odd?
 them fill in the two bottom rows, saying the numbers aloud and in order. tiles 101–120 for students to place on the board's blank reverse side. Have TWO..."). Once students gain confidence saying the numbers, set out number enunciate the end of numbers 101–120 (i.e., "one hundred ONE, one hundred count to 120. As an aid to counting aloud, suggest that students clearly Starting at 100, have students point to and say aloud each number as they

Counting to 100 and Beyond!
 from top to bottom.
 "more or less" questions, demonstrating that numbers in columns increase right. Now, have students cover numbers in the same column. Ask students with other numbers to reinforce that numbers in rows increase from left to number with a purple tile and the smaller number with a green tile. Continue Ask, "Which is more? Which is less?" Instruct students to cover the bigger

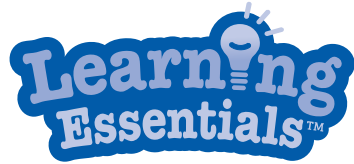
More or Less?
Activities:
 to illustrate number patterns. Build, count, and discover the world of 120! transparent blanks in two colors, fit securely into the board for a dynamic way subtraction, place value—even introductory graphing! All tiles, including lessons and activities involving counting, number recognition, addition and Boost number skills across the board! Versatile 120 Board is perfect for

- 120 White number tiles
- 60 Transparent color tiles (30 green, 30 purple)
- Double-sided 120 board (blank grid on reverse)

Includes:

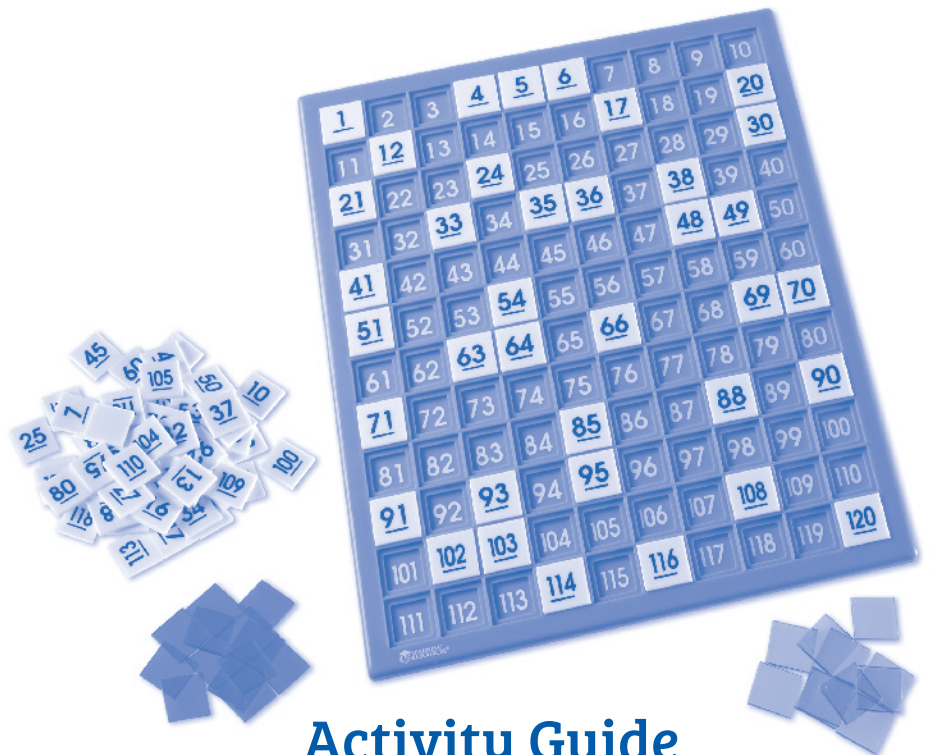


grades **1+** | ages **6+**
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120 Number Board

Tablero de 120 números
 Tableau de nombres jusqu'à 120
 120er Zahlenbrett



Activity Guide

Guía de actividades • Guide d'activités
 • Spielanleitung

WARNING:
 CHOKING HAZARD - Small parts.
 Not for children under 3 years.

Use the reverse side of the board for additional patterning activities. Have students use the tiles to follow a pattern (skip counting by 2s, for example), or see what designs they can create on their own! Also, try creating bar graphs by grouping tiles into rows or columns on the back of the board to represent students' favorite animals, foods, sports, or other popular themes!

Patterns and Graphs

Introduce basic addition. Explain how two numbers can be "combined," or added together, to make a bigger number, or a sum. Try finding the sum of 2 + 3. Cover the first number (2) with a green tile. Count up to the second number (1, 2, 3) while covering the next three squares with purple tiles. Explain that the last number covered is the sum, 5! Continue this exercise with other addition facts. You can use the board and tiles to illustrate basic subtraction as well.

Simple Addition and Subtraction

Review place value and introduce basic addition by 10! Choose any number on the board (1–110), and ask students to identify and cover it with a purple tile. Then, ask students for ideas of how to find the number that is 10 more than the covered number. With their suggestions in mind, explain that "10 more" is simply the number below the number covered. Count the 10 squares after that number and cover them with green tiles. Continue with other numbers until students understand how to find "10 more" on the board.

Adding on by 10

Begin by asking students to observe the top row of the board. Ask, "How are the numbers 1–9 different from the number 10?" Explain that numbers 0–9 have only one digit, and that every number from 10 to 99 has two digits: the tens place on the left and the ones place on the right. Have students use tiles to cover all numbers on the board that have a 2 in the ones place. Now, ask students to cover numbers in the ones and tens places for students to cover. Ask out other numbers in the ones and tens places for students to cover. Ask students to point to and describe the patterns they notice. Extend this activity by asking students to find the numbers on the board that have more than just tens and ones. Introduce the number 100 and the hundreds place briefly; then, review the tens and ones places with 100, as well as 101–120.

Place Value

should then share results with the class, discussing the patterns created among the numbers. Extend this activity with multiples of other numbers while observing similarities among all the patterns.



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