Let's Count to 100!

Teacher		**Class**	Kindergarten
Subject	Math	**Topic**	Counting to 100
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to count to 100 by ones and by tens. They build towers of 10 and count all the way to 100.

Curriculum links

- Count by tens and by ones from any number up to 100 [1]
- Count to 100 by 10s [1]

Learning objectives

- Students will count to 100 by ones starting from any number.
- Students will count to 100 by tens using groups of ten.

Success criteria

- I can count 1, 2, 3 all the way to 100.
- I can say 10, 20, 30 all the way to 100.

What students already know

Show fingers and ask: Let's count together 1 to 10. What comes after 9? Listen for 10 and steady one-to-one counting.

Key words

count	say numbers in order, one after another
ten	all the fingers on two hands together [1]
hundred	the big number 100 in all

Materials

- linking cubes
- small trays or paper mats
- large hundreds chart poster and pointer
- small hundreds charts for support
- Worksheet Task B copies
- Worksheet Task D copies
- Slides 1-7, 9-12 and Video clip 1 ready to play

Before the lesson

- Count out linking cubes so each group of 4 has at least 100, put on trays or mats
- Print Worksheet Task B and Task D, one per student
- Put up large hundreds chart poster and test Slide 6 Video clip 1 (0:00-2:41)
- Clear floor space for standing, chanting and pointing in a line

Lesson outline

0–8 min **Starter** 8 min · Whole class

To spark interest in counting to 100 and recall counting to 10.

YOU DO

1. Show Slide 1 and say the hook from the main activity: Friends, can you help me build tall towers? Each tower needs exactly ten blocks!
2. Show Slide 2 and count together 1 to 10, then point to 100 and explain we will go much farther today.
3. Show Slide 3 and explain that 10 groups of 10 make 100 [1], pointing to 10 rows on the hundreds chart.
4. Show Slide 4 key words and Slide 5 vote to choose what to count first: Blocks, Steps or Claps.

STUDENTS DO

1. Join in counting 1 to 10 aloud and vote for Blocks, Steps or Claps.
2. Repeat key words and look at 100 on the chart.

Say: Today we will count all the way to 100. Sometimes we count one by one. Sometimes we count in big jumps of ten, like 10, 20, 30.

Ask: How high can we count today? (All the way to 100.) · How many blocks go in each tower? (10 in one tower.)

Check understanding: Ask all to hold up 10 fingers and say 10. If many are unsure, recount 1 to 10 slowly together before moving on.

Support: Let students point to numbers 1 to 10 on small hundreds charts while the class chants. **Stretch:** Ask what number they think is the biggest they have ever counted to.

Use: Slides 1-5

8–18 min **Teaching** 10 min · Whole class

To model counting to 100 by tens using decade numbers.

YOU DO

1. Play Video clip 1 on Slide 6 and have students stomp and clap on each count.
2. Show Slide 7 steps and point down the tens column on the large chart: 10, 20, 30 to 100.
3. Model touching one tower picture for each ten and saying the decade numbers, since decade numbers such as 10, 20 … 100 are used to name groups of ten [1].
4. Lead slow chant 10, 20, 30 to 100, then repeat a little faster.

STUDENTS DO

1. Stomp, clap and chant 10, 20, 30 to 100 with the video and chart.
2. Point in the air to each ten as it is said.

Say: Watch how tens grow. One group is 10. Two groups are 20. We only say the ten numbers: 10, 20, 30 all the way to 100.

Worked example: 1 tower touched = 10, 2 towers touched = 20, 3 towers touched = 30. Keep touching and saying 40, 50, 60, 70, 80, 90, 100. You can count by tens to 100 by counting only the decade numbers [1].

Ask: If we have 10, 20, what is next? (30.) · What do we say after 90 if we count by tens? (100.)

Check understanding: Point to 40 on the covered chart and ask the class to say it together. If mixed, point and chant 10 to 40 again slowly.

Support: Point and chant slowly together, clapping on each ten while looking at the chart [1]. **Stretch:** Ask what would come after 90 if we kept the pattern going.

Use: Slides 6-7, Video clip 1 (0:00–2:41)

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18–38 min **Main activity** 20 min · Groups

To build groups of ten and count them by tens to 100.

YOU DO

1. Show Slide 9 task and build one tower of 10 cubes while counting 1 to 10 aloud.
2. Give groups trays of cubes and ask them to make 10 towers of 10, lining them up in order.
3. Lead groups to touch each finished tower and count together 10, 20, 30 to 100 [1].
4. Hand out Worksheet Task B and have students put each ten number in the chart.

STUDENTS DO

1. Build towers of 10 cubes and line them up in order.
2. Touch each tower to count 10, 20, 30 up to 100 and complete Task B ten chart.

Say: First build 10 in a tower. Make 10 towers. Now touch each tower and count with me: 10, 20, 30 all the way to 100.

Worked example: Build tower 1 and say 10. Add tower 2 and say 20. Add tower 3 and say 30. Keep adding and counting 40, 50, 60, 70, 80, 90, 100. Each new tower adds one more ten [1].

Ask: We have 50. We add one more tower of 10. What now? (60.) · How many tens make 100? (10 tens make 100 [1].)

Check understanding: Walk around and ask each group to point to each tower in order and say 10, 20, 30 up to 100. Rebuild any tower that does not have 10.

Support: Start with only 3 towers and count 10, 20, 30 together, then add more towers while pointing on a 100s chart [1]. **Stretch:** Add one extra cube on top of a tower and count on, like 10, 11 or 20, 21.

Use: Slide 9, Worksheet Task B

38–50 min **Practice** 12 min · Pairs

To practice counting by ones to 100 and finding missing numbers.

YOU DO

1. Show Slide 10 and lead counting by ones 1 to 30, then 30 to 60, then to 100, pointing on the large chart.
2. Cover 5 numbers on the large chart with sticky notes and model counting by ones to find what comes next, since a large hundreds chart poster makes an easy way to practice counting to 100 [4].
3. Hand out Worksheet Task D and have pairs read the arrows and mark the missing numbers.
4. Call on pairs to point, count aloud and lift a sticky note to check.

STUDENTS DO

1. Count by ones together and help find the covered numbers.
2. Work in pairs on Task D to write the missing numbers to 100.

Say: Now we count one by one. We can start at any number and keep going to 100. Count what comes next to find the hiding number.

Worked example: Start at 38 and count on: 38, 39, 40. So the missing number after 39 is 40. They count by tens and by ones from any number up to 100 [1].

Ask: What comes after 39? (40.) · Start at 20, what comes next when we count by ones? (21.)

Check understanding: Use mini whiteboards: write the missing number after 29. Show 30. Reteach 29 to 30 on the chart if many write 20 or 90.

Support: Cover only 2 numbers in a row like 34, 35 and let students use a small hundreds chart to count up [1]. **Stretch:** Cover a whole ten, like 40 to 49, and have students fill them in order.

Use: Slide 10, Worksheet Task D

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50–60 min **Plenary** 10 min · Whole class

To check counting by ones and by tens to 100.

YOU DO

1. Show Slide 11 and have partners turn and talk: What comes after 39?
2. Take answers by counting 38, 39, 40 together on the chart.
3. Show Slide 12 quick quiz and ask all to answer together with fingers and voices.
4. End by chanting once by ones 1 to 20 and once by tens 10 to 100.

STUDENTS DO

1. Think, pair, share about what comes after 39.
2. Answer quiz questions aloud and join final counts.

Say: You counted all the way to 100 today. Tell your partner what comes after 39. Then we will check together on our chart.

Worked example: Quiz check: What comes after 9? 10. 10, 20, what is next? 30. 10 tens make what? 100.

Ask: What comes after 39? How do you know? (40, because 38, 39, 40 go in order.) · How do tens help us get to 100 fast? (10 groups of 10 make 100 [1].)

Check understanding: Thumbs up if you can count by tens to 100 alone. Listen to 3 students count tens; regroup with chart if shaky.

Support: Allow pointing to the hundreds chart while answering. **Stretch:** Ask students to start at 60 or 80 and keep counting by ones to 100 without stopping.

Use: Slides 11-12

Common mistakes

Mistake	How to spot it	How to fix it
Saying teen numbers for tens, like 13 for 30	Hear thirteen when pointing to 30 on the chart	Point to 13 and 30 side by side and chant tens slowly 10, 20, 30 while touching towers [1].
Skipping numbers when counting by ones, like 29 to 31	Counting aloud jumps over 30 or writes wrong number in Task D	Slow down and point to each number on the 100s chart and count forward from any number to 100 by ones [1].

Support

- Use small hundreds charts and ten-frames to see and touch each number while counting.
- Count in short chunks, like 1 to 30, then add 10 more each time.

Stretch

- Count on from 60 or 80 to 100 by ones without help.
- Add 1-2 extra cubes to a ten tower and count on like 30, 31.

For the LSE or teaching assistant

Stay with tower-building groups to check each tower has 10, help touch-count tens, and support Task B and D with small charts.

Check for understanding

Question	Answer

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What comes after 9?	10
10, 20, what is next?	30
10 tens make what?	100

Homework

Count 20 steps by ones and then count by tens to 100 with family.

Sources

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