Remember
There are lots of patterns in a 100 square. You can count in ones along each row, backwards and forwards. You can count in tens up and down each column.

You have 9 rings for the abacus. Which numbers from the 100 square can you make, using all the rings? Colour them in. What do you notice about the numbers?

Hint: Each ring can be either a 10 or a 1. Start with all the rings on the ones spike and move one ring at a time.

Vocabulary
ones, tens, count, pattern, 100 square, abacus

You will need: an abacus with 9 rings or resource 1, page 56, and 9 counters.

Unit 1A: Number and problem solving.
CPM Framework 2Nn1, 2Nn3, 2Nn6, 2Pt2, 2Pt3; CPM Teacher’s Resource 1.1
Snake charmer

Remember

The numbers that you say when you count in twos from zero are multiples of 2: 0, 2, 4, 6 …
The numbers that you say when you count in fives from zero are multiples of 5: 0, 5, 10, 15 …
The numbers that you say when you count in tens from zero are multiples of 10: 0, 10, 20, 30 …

Follow each number pattern. Complete the snakes.

Now make three snakes of your own, one for counting in twos, one for counting in fives and one for counting in tens, either forwards or back.

You will need:
resource 2, page 57, or resource 3, page 58

Vocabulary
ones, tens, difference, count, pattern, 100 square, number line, twos, fives

Hint: Use a 100 square or number line to check the patterns.
Number pairs for 100

**Remember**
You can use number pairs for 10 to find pairs of multiples of 10 with a total of 100, for example:
1 + 9 = 10 → 10 + 90 = 100;
2 + 8 = 10 → 20 + 80 = 100 and so on.

**Hint**: Use pairs of multiples of 10 with a total of 100.

Six girls want to share the ribbons equally so that they each get the same length of ribbon. They don’t have any scissors. Ravi claims the 100 cm length. How can the other girls share the rest?

**You will need**: resource 2, page 57 resource 3, page 58, or resource 4, page 59

**Vocabulary**
ones, tens, 100 square, number line, addition facts, number pairs, number bonds, centimetre (cm)

**Unit 1A**: Number and problem solving.
CPM Framework 2Nc1, 2Nc3, 2Nc14, 2Pt3, 2Pt4; CPM Teacher’s Resource 3.1,
Remember
100 is ten times bigger than 10.

Complete each pair of linked number bonds.

\[
\begin{align*}
2 + & \quad = 10 \\
20 + & \quad = 100 \\
5 + & \quad = 10 \\
50 + & \quad = 100 \\
4 + & \quad = 10 \\
40 + & \quad = 100 \\
& \quad + 9 = 10 \\
& \quad + 90 = 100 \\
& \quad + 0 = 10 \\
& \quad + 0 = 100 \\
& \quad + 3 = 10 \\
& \quad + 30 = 100
\end{align*}
\]

Write the subtraction facts for each set of linked number pairs.

Hint: Use the fact family for the number bonds to 10 to find the subtraction facts for 100.
Remember
Numbers with 1 to 4 ones round down to the previous 10 and numbers with 5 to 9 ones round up to the next 10.

You will need: a counter for each player, resource 2, page 57 or resource 3, page 58, resource 5, page 60, a 1–6 dice or resource 6, page 61

Vocabulary
ones, tens, count, 100 square, number line, round, rounding

Hint: Use the 100 square or number line to check which number you land on. Count on from a decade number. Then write the number on the gameboard.

Unit 1A: Number and problem solving.
CPM Framework 2Nn1, 2Nn3, 2Nn8, 2Nn9, 2Nn10, 2Pt3; CPM Teacher’s Resource 2.1, 4.1, 4.2
This is a game for two players.

Take turns to roll the dice. Start at zero and move your counter along the snake track. Where have you landed?

Write the number on your score card and round it to the nearest 10.

At the end of the game, use the rounded numbers to find out which section of the track took you longer to cross.