

Celebrating 100

Summary

This activity provides many ideas for celebrating the 100th Day of school.

Additional Core Ties

Mathematics Kindergarten

[Strand: COUNTING AND CARDINALITY \(K.CC\) Standard K.CC.1.](#)

Materials

- *The Pentathlon*
, by Calvin Irons and Chris Lynch
Counters (e.g., Unifix cubes, teddy bears, buttons)
- [The Hundreds Chart](#) (pdf)
- [Homework for the 100th Day of School](#) (pdf)
- [Treats for the 100th Day of School](#) (pdf)
- [Calculator Skip Counting](#) (pdf)
- [Hundred Grid Spelling](#) (pdf)

Additional Resources

Books

- *100th Day Worries*
, by Margery Cuyler; ISBN 0-439-18807-5
- *Along Came Greedy Cat*
, by Joy Cowley; ISBN 0-478-12001-X
- *Exploring The Numbers 1 to 100*
, by Mary Beth Spann; ISBN 0-590-49506-2
- *From One to One Hundred*
, by Teri Sloat; ISBN 0-590-48661-6
- *Greedy Cat's Breakfast*
, by Joy Cowley; ISBN 0-7802-2404-3
- *Greedy Cat is Hungry*
, by Joy Cowley; ISBN 0-478-12109-1
- *The M&M's Count to One Hundred Book*
, by Barbara Barbieri McGrath; ISBN 1-57091-571-7
- *One Hundred Hungry Ants*
, by Elinor J. Pinczes; ISBN 0-395-63116-5
- *One Hundred Ways to Get to 100*
, by Jerry Pallotta; ISBN 0-439-38913-5
- *The Pentathlon*
, by Calvin Irons and Chris Lynch; ISBN 1-5769-9397-3
- *A Place for Zero*
, by Angelina Sparagna LoPresti; ISBN 1-57091-196-7
- *What Does Greedy Cat Like?*
, by Joy Cowley; ISBN 0-478-12204-7
- *What Is Place Value?*
, by J.E. Osborne; ISBN 1-58273-150-0

- *The Wolf 's Chicken Stew*
, by Keiko Kasza; ISBN 0-399-22000-3

Background for Teachers

Beginning on the first day of school, start counting the days until the 100th day of school. Keep multiple forms of this--whether it is a tally chart, a strip of paper where you record each day, and/or a 100 chart. Talk about the importance of the number zero. It means more than nothing.

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

Instructional Procedures

Invitation to Learn

There is one day of the year I always look forward to--the 100th day of school. If we didn't have zero we could not represent 100 with our place value system. Would we be able to represent ten? I'm going to read *The Pentathlon*. I'd like you to consider why I chose to read this book to you today.

Instructional Procedures

For the 100th day of school plan some type of celebration. Here are a few ideas:

- Read the book *One Hundred Hungry Ants*, by Elinor J. Pinczes.
- Create a 100 badge to wear.
- Look for and circle 100 sight words in the newspaper.
- How many times can you write your name in 100 seconds?
- Cooperatively create a picture made with 100 squares of paper.
- Using interactive writing to make a bulletin board of 100 words that everyone in the class can read.
- Make a necklace out of 100 Fruit Loops.
- [Treats for the 100th Day of School](#) (pdf)
 - Make a Zero Hero 100th Day treat.
- [Calculator Skip Counting](#) (pdf)
 - With a calculator you can sometimes skip count to 100.
- [Hundred Grid Spelling](#) (pdf)
 - Students can write spelling words in the one hundred grid.
- [Homework for the 100th Day of School](#) (pdf)
 - Sample letter to parents.

Extensions

- Write about what zero means.
- Write about what you did on the 100th day of school.
- Compare two "100 books."
- Draw a picture of how you will look in 100 years.

Family Connections

- Send home a letter requesting that each child bring one hundred small items in a baggie to school by the 100th day of school.
- Have the children choose an item to count in their house that they believe totals 100 (e.g., coins in a jar, button collection, books, toys, etc.).
- Ask if anyone knows someone who is 100 years old. Could they bring a picture of that person or

have that person come to visit?

Assessment Plan

As the children work with 100 objects, can they group them by fives and tens? Do they understand what value the one and what each one of the zeros means in 100?

Have them write the number 101. Did they write it correctly? If they did, can they explain why they did it that way?

Give the children multiple experiences with manipulatives in counting to 100 and observe how they count.

Authors

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