

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Busy Bees celebrate 100 days of school

Resources:

Busy Bees 100 chart (interactive resource)

Celebrating 100 days of school – Letter to parents

Collect 100 flowers for Busy Bee - a counting game

At the beginning of each school day, starting from the first day of school, display the Busy Bees 100 chart on the interactive whiteboard.

On the first day of school, place Busy Bee on the first square so that the number 1 can still be seen.

Explain to the students that:



they will be using the number board to count the first 100 days of school



each day they will move the bee to the next number



after 100 days they will have a celebration

Important: *As you open the resource each day choose "Resume" to ensure that Busy Bee stays on the right number!*

Use the number board as you would any other, for example to:



practice counting in 1s, 2s, 5s, 10s



practice counting forwards and back



identifying which of two numbers is larger/smaller



identify the number that comes before or after, is ten more or ten less



count how many days left until 100

Use the purple beetle to cover numbers for the children to identify, for example

- 1. Cover the number 56*
- 2. Ask the children to tell what number is hidden*
- 3. Ask children to explain why they think that*

**Asking children to explain why they thought a particular number does not tell them whether they are right or wrong. Instead it gives them the opportunity to express and clarify their mathematical thinking, and perhaps correct themselves if necessary. It also provides valuable information to the teacher about mathematical thinking and understanding and can prevent reinforcing misunderstandings. If the child has suggested an incorrect number, it is important to explain strategies for correct identification.*

Another suggestion: *In Australia there are 200 school days each year.*

After counting the first 100 days of the year, use Busy Bee to count back from 100 the number of school days remaining.

Suggestions for celebrating 100 days

Count and collage 100 items. Display the collections.

When the 100th day is drawing close, send home a note asking children to bring in one hundred small items to count and collage. Suggestions include:

<i>adhesive first aid strips</i>	<i>pop sticks</i>
<i>bows</i>	<i>ribbons</i>
<i>buttons</i>	<i>shells</i>
<i>cotton balls</i>	<i>stamps</i>
<i>cotton buds</i>	<i>stickers</i>
<i>flower petals</i>	<i>sticky notes</i>
<i>leaves</i>	<i>pompoms</i>
<i>lids</i>	<i>paper squares</i>
<i>matchsticks</i>	<i>paperclips</i>
<i>pegs</i>	<i>craft tiles</i>
<i>pipe cleaners</i>	<i>seeds</i>
<i>felt shapes</i>	<i>rubber bands</i>

You and your class may think of many others.

Note: *When counting items, it is not necessary that they all be the same.*

Although it is not necessary for children to arrange their 100 items in an array or groups, arrangements such as these make counting easier. A reminder about grouping may be made to children and information about how they organise their collage items may be used to inform judgments about understanding.

A sample letter that may be edited to suit your particular situation is also available with these resources.

Lighter items may be arranged and glued to light card.

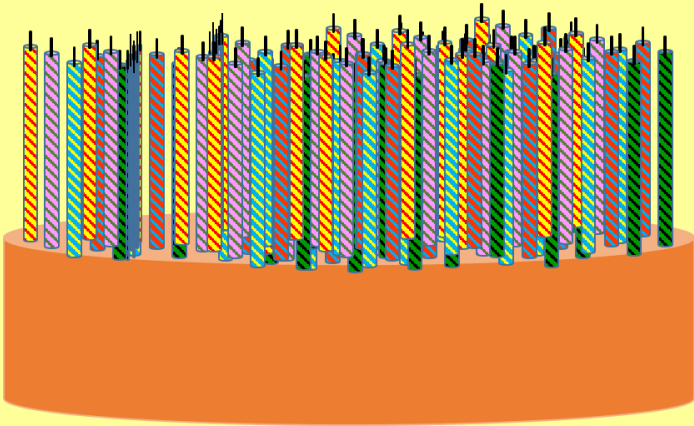
Heavier items may need to be glued to a sheet of heavier cardboard such as that from a box.

I provided my children with a sheet about A3 in size. Some items require more area, some less.

Though not necessary, the idea of area could be introduced incidentally by making comparisons.

Make a clay or play dough 'cake'.

Add 100 candles.



Make a celebratory cake to share

Decorate it with 100 edible items such as marshmallows or button-shaped sweets.

I made my cake in a lamington tin.

I iced it and drew lines to make a 5 x 5 grid giving 25 segments, one for each child in the class. I then placed four marshmallows (in a repeating pattern) in each segment.

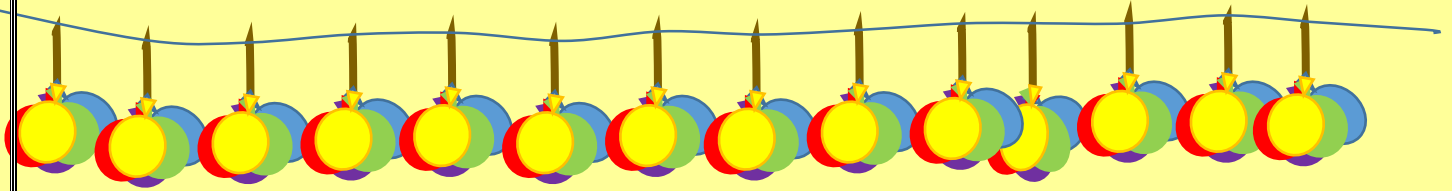


100 is 25 groups of 4.

Hang 100 balloons

Involve the children in blowing up 100 balloons (enlist the help of other adults or use balloon pumps if possible).

Tie the balloons in bunches of 5. Hang them in the room.



Count:

- *the number of balloons in each group*
- *the balloons in fives*
- *the number of groups*

100 is 20 groups of 5

How many fingers?

Ask the children to:

- * *count the number of children (and adults) in the room*
- * *suggest the number of e.g. noses, heads, legs, hands*
- * *suggest if there would be 100 fingers or 100 toes in the room*
- * *explain why they think there would/would not be 100 fingers or toes*
- * *suggest ways of counting fingers and toes e.g. in fives, or tens*
- * *count the number of fingers and toes*

Photograph a group of children (20) displaying 100 fingers or 100 toes.

Have children trace around their hands. Cut them out. Use them to create a display counting in fives and tens to 100.

100 is 10 groups of 10

How many children?

To help develop a greater understanding of the number, organise a group of 100 children.

Read stories and poems about age and getting older

Read the poem **Now I am Six** by A. A. Milne.

- * Discuss what the children can do and look like now.
- * Have the children write about themselves, describing their features, abilities, likes and activities.
- * Have the children draw a self-portrait (face only).
- * Display the written description and self-portraits together.

Read stories about getting older and what it is like to be old, such as **Wilfred Gordon McDonald Partridge** and **Night Noises** by Mem Fox; or **Grandpa's Slippers** and **Grandpa's Cardigan** by Joy Watson.

- * Discuss what the children think they will look like, be able to do and enjoy doing when they are 100 years old.
- * Have the children write about themselves when they are 100 years old, describing their features, abilities, likes and activities.
- * Have the children draw a self-portrait (face only) of themselves when they are 100 years old. (Scrunching up the paper and then opening it out helps to give a wrinkled effect. Cutting around the outline of the head and then pasting the portrait onto another piece of light card further improves the effect.)
- * Display both written descriptions and self-portraits together to enable comparison of themselves now and at 100 years of age.

Collect 100 flowers for Busy Bee

Play this game with a partner.

You need:

1 dice

Coloured pencils

1 copy of this game sheet

How to play:

Take turns to roll the dice.

On each roll, starting at number 1, colour the same number of flowers as the number rolled on the dice. Do a tally mark for each roll.

Continue to colour the flowers on each turn until you reach 100.

Count the number of times you rolled the dice to reach 100!

Our tallies

We rolled _____ times!



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
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91	92	93	94	95	96	97	98	99	100

100 Moves

Have children perform and count various physical activities, for example:

- * Bouncing*
- * Catching*
- * Skipping*
- * Knocking down 'Ten pins' (add successive totals to reach 100)*
- * Throwing balls into the basket or hoop*
- * Hopping*
- * Jumping*

These are just a few ideas to get you started. I hope you and your children enjoy celebrating the first one hundred days of the school year.

Happy teaching and learning,

Norah