



Really Good Stuff® Activity Guide

Our Counting Grid Pocket Chart™

This Really Good Stuff® product includes:

- Our Counting Grid Pocket Chart™, with magnetic strip
- 120 Cards
- Storage Pocket
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Our Counting Grid Pocket Chart™**—a versatile, interactive pocket chart that provides a daily reference for the numbers from 1 to 120.

Meeting Common Core State Standards

This Really Good Stuff® **Our Counting Grid Pocket Chart™** is aligned with the following Common Core State Standards for Mathematics:

Counting and Cardinality

- K.1 Count to 100 by ones and by tens.
- K.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Number and Operations in Base 10

- 1.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.
 - 1.2a 10 can be thought of as a bundle of ten ones—called a “ten.”
 - 1.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 1.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 1.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Cleaning and Storing the Our Counting Grid Pocket Chart™

Keep your *Pocket Chart* in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* horizontally along the stitching lines for easy storage.

For easy access, stage the *Number Cards* inside the *Storage Pocket*: Place *Number Cards* 1 to 10 in the top left pocket, 11 to 20 in the next pocket, and so on until all of the pockets contain groups of 10 numbers in order from 1 to 100 or from 1 to 120, depending on your students’ level.

Displaying the Our Counting Grid Pocket Chart™

Before displaying the **Our Counting Grid Pocket Chart™**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Place the *Pocket Chart* where students will be able to see and interact with it easily.

Introducing the Our Counting Grid Pocket Chart™

Explain that the **Our Counting Grid Pocket Chart™** will be up all year to help students when they are working with the numbers from 1 to 100 or from 1 to 120. (For younger students use the yellow side of the *Number Cards* to cover up the numbers from 101 to 120, leaving a 100 grid visible for your lessons.) Ask one student to use a pointer to point to each number as the class counts to 100. To make counting more fun, have students use the voices of different animals, characters, and so forth. For example, direct students to count from 1 to 10 in a little mouse voice and from 11 to 20 in a big bear voice. For older students, challenge the class or individuals to count by 1s, 5s, or 10s to 120.

Number-Grid Puzzles

Make enough copies of the *Number-Grid Puzzle Reproducible* for half of your class. Gather students near the **Our Counting Grid Pocket Chart™**. Draw a couple of number-grid puzzles on the board next to the *Pocket Chart*. Model picking a number above 10, and writing it in the center box of the first set of number-grid puzzles. Have one student point on the *Pocket Chart* to the number that is *before* that center-box number; then write that number in the left-hand box. Ask another student to point to the number that is *after* that center-box number, and fill in that number in the right-hand box.

Point to the top box, remind students that the number is 10 less and that it is in the pocket directly above that center-box number, and help students understand how the number in the tens place is one less. Ask students if they can name the number that is 10 less than the center-box number. Have a student point to that number and write it in the box. Repeat this process for the number that is 10 more, reminding students that the number in the tens place is one more.

Assign each student a partner, and give each pair a

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Number-Grid Puzzle Reproducible. Instruct pairs to take turns picking a number for the center box and filling in the other boxes. Afterward, direct each partnership to share one of their number-grid puzzles on the *Pocket Chart*.

Guess My Number

As students work with groups of numbers, challenge them to a number guessing game: Use the yellow side of the *Number Cards* to cover up the numbers you are not using for the lesson. For example, if you want younger students to focus on the numbers from 1 to 20, use the yellow side of the *Number Cards* to cover the numbers from 21 to 120. Then place the yellow side of a *Number Card* over a few of the numbers within the 1 to 20 range. Point to a covered number and ask students what number is missing in the counting sequence. As students respond, have them explain their reasoning. Have the student turn over the *Number Card* to see the correct answer and place it back in the pocket with the number showing.

Counting by Ones

Gather students and use the *Our Counting Grid Pocket Chart™* to count by ones. Choose students to use a classroom pointer to count groups of 10 numbers from 1 to 100 or, for older students, from 1 to 120.

Counting by Tens

Gather students and use the *Our Counting Grid Pocket Chart™* to count by tens: Before your lesson, cover up the tens pockets with the appropriate *Number Cards* with the yellow side facing out. Choose a student to be the *Card* turner, and have students start counting from 1. When they get to a number signifying a group of 10, have them clap as they say the number. As they clap, instruct the student to turn over the appropriate *Card* and to place it back into the pocket. Have students count until all of the *Cards* have been turned over, then have students count by tens as the student points to each number.

Counting by Fives

Use the *Our Counting Grid Pocket Chart™* with older students to count by fives to 120: Beforehand, cover up the fives pockets with the appropriate *Number Cards* with the yellow side facing out. Choose a student to be the *Card* turner, and have students start counting from 1. When they get to a number signifying a group of five, have them clap as they say the number. As they clap, tell the student to turnover the correct *Card* and to place it back into the pocket. Have students count until all of the *Cards* have been turned over.

Random Number Fun

(For younger students, you may want to expose only the numbers from 1 to 100 by folding the bottom two pockets to the back of the *Our Counting Grid Pocket Chart™*, and secure the edges in place with binder clips.) Use the yellow side of the *Number Cards* to cover up all of the numbers on the *Pocket*

Chart. Choose students to turn over any *Number Card*. Once the *Card* has been turned and placed in the pocket, challenge the class to start at that number and count to 100 or to 120.

Ten More or Ten Less

Challenge older students to identify numbers that are 10 more or 10 less than a chosen number: Use the yellow side of *Number Cards* to cover up numbers on the *Our Counting Grid Pocket Chart™*, making sure that the number on the back matches the number on the *Pocket Chart*. Challenge students to come up to the *Pocket Chart*, turn over a *Number Card*, and then name the number that is 10 more. Have the student turn over the appropriate *Card* and explain why he or she chose the number. After several students have had a turn, continue the activity with students finding numbers that are 10 less.

Comparing Numbers

Copy onto cardstock and laminate several copies of the *Comparing Numbers Cards Reproducible*. Cut the cards apart. Stage the cards and several classroom magnets near the *Our Counting Grid Pocket Chart™*. Use the yellow side of the *Number Cards* for all of the numbers on the *Pocket Chart*. Choose a student to come up to the *Pocket Chart* and remove two random *Number Cards*. Have the student attach the *Cards* to a class magnetic whiteboard, placing the appropriate symbol between them to create a true number sentence. For example, if a student chose the *Number Cards* for 101 and 78, he would attach the *Cards* to the board as follows: $101 > 78$ or $78 < 101$. Allow several students to take turns creating greater than and less than number sentences. Store the symbols in the *Storage Pocket*.

Adding and Subtracting

Challenge older students to add and subtract random numbers: Use the yellow side of the *Number Cards* to cover up numbers on the *Pocket Chart*. Challenge students to come up to the *Our Counting Grid Pocket Chart™*, turn over two random *Number Cards*, and use a dry erase marker to either add or subtract the numbers on a class whiteboard. Challenge another student to locate the answer *Number Card* in the *Pocket Chart*.

Counting to 100th Day

Use *Our Counting Grid Pocket Chart™* to help students to count to the 100th Day: Use the yellow side of the *Number Cards* to cover up all of the numbers on the *Pocket Chart*. Each day, choose a student to remove a *Card* to recognize the number of the day. On the day that the 100 *Card* is removed, celebrate with 100th Day activities.

Number Reference

Between your lessons, use the *Pocket Chart* as a daily reference for the numbers from 1 to 100 or from 1 to 120. Or use the *Pocket Chart* as an interactive tool in your math center.

Name: _____

Number-Grid Puzzles

One person picks a number that is greater than 10 and writes it in the middle box. Using the *Our Counting Grid Pocket Chart* as a guide, write the correct number in each of the boxes: for one less, one more, 10 less, and 10 more; and write each of them in the correct boxes.