“Break through” to fun with exciting math activities in the 1–100 Activity Book! As a resource for teachers in grades K–3, this collection of more than 60 math exercises and games brings number concepts into a new perspective for primary students. Designed for use with the classic Hundred Board, 1–100 Activity Book combines learning with hands-on fun.

1–100 Activity Book includes activities that cover the following skills:
- number patterns
- place value
- order and comparison
- addition and subtraction
- multiplication

Each section includes comprehensive teaching notes and reproducible activity pages that keep learning fun for all ability levels.

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1–100 Activity Book

Activities and Worksheets for the Hundred Board

Dawn Hickman Bacarella
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Introduction

1-100 Activity Book has been designed in conjunction with the Laminated Hundred Board (LER 0375), but may be used independently. Children will write on their hundred boards for selected activities. Teachers may choose to laminate a classroom set that can be reused for various activities or placed in learning centers.

This book contains more than 66 teacher-directed activities and is divided into six main sections:

- Readiness Activities
- Order and Comparison
- Place Value
- Number Patterns
- Addition and Subtraction
- Multiplication

Each section contains detailed Teacher’s Notes and clear, reproducible worksheets. Use the activities and games to introduce and support instructional material detailed in the Table of Contents.

When a worksheet supports an activity, it is outlined in the Teacher’s Notes.

The materials needed for each activity are listed in the Teacher’s Notes, including:

- Hundred Board worksheets
  - Blank Hundred Board (page 1)
  - Numbered Hundred Board (page 2)
- Transparent counters in red, blue, yellow, and green (LER 0374)
- Opaque counters in red, blue, yellow, and green (LER 0193)
- Number tiles, 1-100 (0381)

This equipment can be purchased or made from cardboard. Laminate homemade materials for a longer shelf-life.

After introducing concepts, encourage children to work in a variety of arrangements, including cooperative groups, partners, and individually.

The first two pages of this book are reproducible hundred boards (blank and numbered). Turn them into overhead transparencies when introducing new games and activities to the entire class.
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Activity 1
The Hundred Board

Materials
- Blank Hundred Board
- 20-30 counters in assorted colors

Using the Blank Hundred Board, challenge students to arrange counters to form patterns. Encourage them to create letters, shapes, faces, and other patterns.

Ask students to sort their piles of counters by color, placing each color in a different row on the Blank Hundred Board. Ask them to count the colors in each row. Which color appears most and least often? Do any of the rows have the same number of counters?

Activity 2
Patterns

Materials
- Blank Hundred Board
- 50-60 counters in assorted colors
- Worksheet 2: Pattern Drawings

Working in pairs, ask students to alternate between two colors of counters to create a pattern on the hundred board. Challenge children to add three or four more colors to create more patterns. Partners can try to predict and complete each other’s patterns.

On the right is an example of a pattern drawing on a hundred board. Another example is shown on Worksheet 2 (page 7).
Activity 3
Making A Graph

Materials
- Blank Hundred Board
- Number tiles 1-10
- 55 counters

Using the Blank Hundred Board, ask children to place number tiles 1-10, in order, under the bottom row. Then, ask them to place the correct number of counters above each number to create a graph.

Activity 4
Graphing Even and Odd Numbers

Materials
- Blank Hundred Board
- Number tiles 1-10
- 55 counters

Ask students to make graphs of even and odd numbers (use the same method as Activity 3). For an even graph, use number tiles 2, 4, 6, 8, and 10. For an odd graph, use number tiles 1, 3, 5, 7, and 9.
Activity 5  
Graphing Data

Materials  
- Blank Hundred Board  
- Green and blue counters

Ask children to create graphs comparing various traits (hair color, eye color, shoe size, etc.). Use green counters to represent girls and blue counters to represent boys.

Activity 6  
Highest and Lowest

Materials  
- Numbered Hundred Board  
- Worksheet 6: Highest and Lowest  
- Blank Hundred Board  
- Number tiles 1-100

Introduce children to the hundred board by discussing rows, columns, digits, counting, and skip-counting. Count through the numbers together. Then give each student a copy of Worksheet 6 and a Numbered Hundred Board to complete. Lastly, ask children to place number tiles, in order, on the Blank Hundred Board.
**Activity 7**

**What Have You Drawn?**

**Materials**
- Numbered Hundred Board

Instruct children to follow the directions to create an illustration. (They will create a house.)

- Draw a dot in the middle of square 23 and square 28. Use a pencil and ruler to join these dots.
- Draw a dot in the middle of square 42 and square 49. Join these dots with a straight line.
- Join dot 42 to dot 23. Then match dot 28 to dot 49.
- Draw a dot in the middle of square 82 and square 89. Join dot 82 to dot 89; dot 42 to dot 82; and dot 49 to dot 89.
- Color squares 27, 63, 66, 68, 76, and the top half of square 86.

**Activity 8**

**Number Patterns**

**Materials**
- Numbered Hundred Board
- 50 counters
- Worksheet 8: Number Patterns

Use a variety of colored counters to show the following patterns on the Numbered Hundred Board. Be sure to use different colors for each pattern.

- Count in twos starting with 4.
- Count in fives starting with 25.
- Start on square 7. Add 9 and color the answer. Add 9 six times, coloring each answer.

Point out the visual patterns that emerge. Complete Worksheet 8 for more practice.
Pattern Drawings

Worksheet 2

With counters, copy the pattern shown in the first box. Then make your own patterns in the three blank boxes. Don’t forget to color the patterns.
Highest and Lowest

Worksheet 6

1. How many numbers in each row? _____
2. How many rows of numbers? _____
3. Write the lowest number. _____
4. Write the highest number. _____
5. Write the numbers in the 2nd row.
   ____  ____  ____  ____  ____  ____  ____  ____  ____  ____
6. Which numbers end with zero?
   ____  ____  ____  ____  ____  ____  ____  ____  ____  ____
7. Which numbers have just 1 digit?
   ____  ____  ____  ____  ____  ____  ____  ____  ____  ____
8. Which number is at the end of the 2nd row? _____
9. Which number is at the start of the 7th row? _____
10. Which number is the lowest 2-digit number? _____
11. Which number is the highest 2-digit number? _____
Number Patterns
Worksheet 8

Use counters to show these patterns on your hundred board. Then, write the missing numbers.

1. 2, 12, 22, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

2. 8, 18, 28, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

3. 11, 22, 33, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

4. 9, 18, 27, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

5. 20, 25, 30, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

6. 4, 15, 26, ____ , ____ , ____ , ____ , ____

7. 7, 16, 25, ____ , ____ , ____ , ____

8. 5, 10, 15, ____ , ____ , ____ , ____ , ____ , ____ , ____

Make up some patterns of your own.

9. ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

10. ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____

11. ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____
Activities 9–12

Ordering and Comparing

Materials
- Numbered Hundred Board
- Worksheet 9: Before and After
- Worksheet 10: Missing Numbers
- Worksheet 11: More Missing Numbers
- Worksheet 12: What’s Missing?

The activities on Worksheets 9–12 allow pupils to practice ordering and comparing numbers. Before beginning Worksheet 12, check that pupils understand the column patterns. Count each column for practice.

Activity 13

The Calendar

Materials
- Numbered Hundred Board
- Worksheet 13: The Calendar

Lead a discussion in which the pupils compare and contrast a one-month calendar to a hundred board. In your discussion, include the following questions:
- How many rows on a hundred board? On a calendar?
- How many squares on a calendar? On a hundred board?
- How many numbers on a calendar? On a hundred board?

Hand out copies of Worksheet 13, and ask pupils to solve the problems.

Activity 14

Making a Calendar

Materials
- Worksheet 14: This Month

Complete the calendar using information from the current month. Use this information to answer the questions.
Activity 15  

High/Low Game

Materials  ● Numbered Hundred Board  
            ● Transparent counters

Ask each pupil to cover the numbers on the Numbered Hundred Board as they are called out by the teacher. Call two, three, or four numbers at a time. Encourage pupils to place three counters on the highest number and one on the lowest number in each group.

Activity 16  

Ordering Tiles

Materials  ● Number tiles

Randomly distribute six to ten number tiles to each pupil. Instruct children to place the numbers in order from lowest to highest, or highest to lowest. Keep the activity going by trading tiles with neighbors.

Activity 17  

Scrambled Tiles

Materials  ● Number tiles

Organize the class into cooperative groups. Give each group a pile of number tiles. Instruct children to place the tiles in order, by evens or odds, or in an original sequence. Groups may wish to have races with each other.
Activity 18  
Number Scramble  

**Materials**  
- Blank Hundred Board  
- Number tiles  

This is a game for two or three players. Randomly select ten number tiles and place them on the Blank Hundred Board in the correct places. Divide the remaining tiles equally between the players. Each player may place a tile before, after, above, or below a number already on the board. The numbers must be in order from lowest to highest or a predetermined order. Players may place one tile per turn. Players who cannot place a tile must pass. The game continues until one player has placed all of their tiles.

Activity 19  
Keep Picking  

**Materials**  
- Blank Hundred Board  
- Number tiles  
- Paper bag  

This is a number-order game for two to four players. Each player randomly picks ten number tiles and places them face-up. Place the remaining tiles in a paper bag. Players take turns placing their tiles in sequence on the Blank Hundred Board, either horizontally or vertically. Players may place as many tiles as possible each turn by adding to the numbers already on the board, or by beginning a new sequence. (Players must have two or more numbers to start a new sequence.)

Players who cannot place any of their tiles must draw additional tiles from the bag until a play can be made. The first player to use all of his or her tiles wins.
Activity 20  
Greater Than and Less Than

**Materials**  • Counters

For an introductory activity, distribute a random number of counters to each pupil. Working in pairs, each pupil counts their number of counters. Which partner has a greater number? Go around the room asking pupils to tell their number sentences (Earl has 12 counters. Joyce has 8 counters. Earl has a greater number of counters than Joyce.)

Activity 21  
Which Has More?

**Materials**  • Blank Hundred Board  
• Counters

Give each player twenty counters (ten each of two colors). Using the Blank Hundred Board, ask pupils to place five counters of one color in the first row. In the second row, line up seven counters of the second color. It will be visible which row has more counters. Explain that the relationship between the rows can be written using the symbols > (greater than) and < (less than). Continue with more examples.

![Hundred Board](image)

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Activity 22
I’ve Got It Covered!

Materials • Numbered Hundred Board
• Transparent counters

This game explores numbers “greater than” and “less than.” Give each pupil a hundred board and several transparent counters. Call out two numbers to cover. Children should cover the greater number with two counters. Encourage verbal response from students. Example: When 30 and 12 are called out, pupils cover the numbers and then respond with either “30 is greater than 12” or “12 is less than 30.”

Activities 23-24
Greater Than or Less Than

Materials • Worksheet 23: Greater Than or Less Than
• Worksheet 24: Do You Know?

The activities on Worksheets 23 and 24 allow pupils to practice comparing number pairs. Before handing out copies of Worksheet 23, lead a “greater than” and “less than” discussion relating to the classroom. Is the number of girls greater than or less than the number of boys in our class? Is the number of tables greater than or less than the number of chairs?

Together, work through the first number sentence on Worksheet 23, then let children complete the problems independently. Worksheet 24 provides further practice in ordering numbers.
Activity 25  
Ordinals: First-Fifth

Materials  
- Crayons: blue, red, green, purple, orange, brown, black  
- Pencils  
- Worksheet 25: Ordinal Numbers

Hand out copies of Worksheet 25 with sets of colored crayons and pencils. Ask pupils to follow these directions:

With a blue crayon, write in the first number on Worksheet 25’s hundred board.  
With a red crayon, write in the second number.  
With a green crayon, write in the third number.  
With a purple crayon, write in the fourth number.  
With an orange crayon, write in the fifth number.  
With a pencil, shade the remaining numbers in the first row.

Fill in the second row of numbers with a brown crayon.  
Fill in the third row of numbers with a black crayon.  
Fill in the fourth row of numbers with a red crayon.  
Fill in the fifth row of numbers with a blue crayon.
Before and After

Worksheet 9

Put a counter on the board to cover the number that comes after each of these numbers.

1. 7   2. 13   3. 0   4. 46

Put a counter on the board to cover the number that comes before each of these numbers.

5. 6   6. 53   7. 100   8. 22

Write the numbers that come before and after these numbers.

9. _____, 7, _____  12. _____, 65, _____
10. _____, 14, _____  13. _____, 78, _____
11. _____, 20, _____  14. _____, 83, _____

Find these numbers. Try to make a pattern.

15. Write the three numbers that come before 27.
   _____  _____  _____

16. Write the five numbers that come after 39.
   _____  _____  _____  _____  _____
Write the missing numbers in each row.

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23 | 26 | 29

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42 | 45 | 48 | 50

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What's Missing?

Worksheet 12

Write the missing numbers.

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# The Calendar

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<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many rows are...

1. on a hundred board? _____
2. on the calendar? _____

How many numbers are there altogether...

3. on a hundred board? _____
4. on the calendar? _____

How many numbers are in each row...

5. on a hundred board? _____
6. on the calendar? _____

What is the first number...

7. on a hundred board? _____
8. on the calendar? _____
Use the blank calendar page to answer the following questions.

1. Count the number of days this month. ____
2. How many days are there in each week? ____
3. Do all squares have numbers? ____
4. Draw an ‘X’ on the 1st, 5th, and 10th.
5. Find the 2nd Monday. Circle it in blue.
6. Find the 3rd Thursday. Circle it in green.
7. Find the 4th Friday. Circle it in red.
Complete the number sentences for each problem.

1. Lisa’s class found 45 cans. Jan’s class found 87 cans.
   _____ < _____

2. Rob’s classroom has 34 desks. Scott’s classroom has 29 desks.
   _____ > _____

3. Ann has 98 pieces of paper. Joel has 76.
   _____ > _____

4. 67 children catch the bus to school. 70 children walk to school.
   _____ > _____

5. 12 children are eating a hot lunch. 16 children brought sack lunches.
   _____ < _____

6. 20 children have finished their work. 8 are still working.
   _____ > _____

7. 58 children are at recess. 86 children are working in their classrooms.
   _____ > _____
Do You Know?

Worksheet 24

Write all the numbers in the correct order.

Ordinal Numbers

Worksheet 25

Follow your teacher’s directions to complete the board below.

<table>
<thead>
<tr>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<th>58</th>
<th>59</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
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<td>76</td>
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<td>80</td>
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<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
Activity 26  
Tens and Ones

Materials  
- Numbered Hundred Board  
- Transparent counters  
- Worksheet 26: How Many Tens and Ones?

Explain that a two-digit number has two places, the “tens” place and the “ones” place. State place values (one ten, two ones) aloud, asking children to place counters on that square.

State a number and ask children questions about the number. Encourage children to use the appropriate vocabulary words.

- Which number is in the “ones” place?  
- In the “tens” place?  
- How many tens in the number?  
- How many ones in the number?

Worksheet 26 may be used for additional practice.

Activity 27  
Follow Me

Materials  
- Numbered Hundred Board  
- Pencils  
- Blue, red, and green crayons  
- Worksheet 27: Which Number Am I?

Children can practice identifying the position of ones and tens by following these directions:

- Circle in blue all numbers with 5 in the ones place.  
- Circle in red all numbers with 0 in the ones place.  
- Circle in green all numbers with 1 in the ones place.  
- Shade in all the numbers that have the same tens and ones numbers (ex.: 22).

Before handing out Worksheet 27, practice working with tens and ones on the chalkboard.
Activity 28  
Tens and Ones

Materials  
● Numbered Hundred Board  
● Opaque counters

After children have completed the following instructions, read the answers as a class.

Cover all numbers with a 2 in the ones place.
Cover all numbers with a 4 in the ones place.
Cover all numbers that have the same number in the ones and tens places.
Cover all numbers with a 5 in the tens place.
Cover all numbers with a 7 in the tens place.
Cover all numbers with a 0 in the ones place.

Activity 29  
Around the World

Form a circle so children can see each other as they play Around the World. Children will take turns one at a time. The teacher begins by making a place value statement (six tens and six ones). One child will answer with the correct number (66) and pose a place value statement to his neighbor. Play continues “around the world” until all children have had a turn.

For example:

Teacher: Six tens and six ones.
Pupil A: 66. Eight tens and three ones.
Pupil B: 83. Seven tens and seven ones.
Pupil C: 77. Four tens and no ones.
Pupil D: 40. One ten and nine ones.
Activity 30

Tens and Ones Bingo

Materials
- Numbered Hundred Board
- Transparent counters
- Number tiles
- Paper bag

Tens and ones place values are called out and children must decide which number to cover. For example, 43 is called as four tens, three ones; 50 as five tens, no ones. The caller may be the child whose birthday is closest to the current date. The caller chooses number tiles from a bag and calls the place value. Whoever completes a row horizontally or vertically wins, and becomes the caller for the next game.

Activity 31-32

Identifying Tens and Ones

Materials
- Numbered Hundred Board
- Worksheets 31: Lowest or Highest?
- Worksheets 32: Number Facts

The activities on Worksheets 31 and 32 allow pupils to practice identifying ones and tens places. Before distributing the worksheets, review the ones and tens positions in each column and row on the hundred board.

Activity 33

Number Sorts

Materials
- Blank Hundred Board
- Number tiles 1-100
- Worksheet 33: Number Sorts

The activities on Worksheet 33 are suggested for two to four students. Children take turns completing the activities, replacing the tiles after each question.

Children begin each activity by placing the number tiles 1-100 in order on the Blank Hundred Board.
Write the numbers that have tens only (zero ones).

How many tens and ones are in each number below?

<table>
<thead>
<tr>
<th>Number</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the following numbers.

1. 6 tens and 6 ones ____
2. 3 tens and 7 ones ____
3. 7 tens and 3 ones ____
4. 1 ten and 0 ones ____
5. the highest number with 8 ones ____
6. the lowest number with 2 tens ____

Write all the numbers:

7. with 3 ones
    ____ ____ ____ ____
    ____ ____ ____ ____

8. with 3 tens
    ____ ____ ____ ____
    ____ ____ ____ ____
Lowest or Highest?

Worksheet 31

Using the Blank Hundred Board, write the numbers that are described below.

1. the lowest two-digit number ____

2. the highest two-digit number ____

3. has a 5 in both the tens place and the ones place ____

4. has a 4 in the tens place and a 6 in the ones place ____

5. has the same number in both the tens place and the ones place
   ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’

6. all two-digit numbers with 0 ones
   ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’, ____’

Write the highest number:

7. with 7 tens ____

8. with 7 ones ____

Write the lowest number:

9. with 0 ones ____

10. that has three digits ____
Use the Numbered Hundred Board to find the following numbers.

1. the highest 2-digit number on the hundred board ____
2. the lowest 2-digit number on the hundred board ____
3. the 3rd number in the 3rd row ____
4. the 4th number in the 7th row ____
5. greater than 74 but less than 76 ____
6. less than 68 but greater than 66 ____
7. greater than 43 but less than 45 ____
8. less than 86 but greater than 84 ____
9. the highest one-digit number ____
10. the 5th number in the 2nd row ____
11. in the 4th row, with the same number in the tens place and the ones place ____
12. the lowest number with both digits the same ____
Number Sorts
Worksheet 33

Place the number tiles in order from 1-100. Find these numbers:

1. the same in both the tens and the ones place

   _____ _____ _____ _____ _____ _____ _____ _____ _____

2. greater than 49 and less than 60

   _____ _____ _____ _____ _____ _____ _____ _____ _____

3. with digits that add up to 5

   _____ _____ _____ _____

4. with 4 tens

   _____ _____ _____ _____

5. with 8 ones

   _____ _____ _____ _____

6. with digits that add up to 10

   _____ _____ _____ _____

7. between 89 and 100

   _____ _____ _____ _____

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Teacher’s Notes

Activity 34
Counting in Tens

Materials
- Blank Hundred Board
- Number tiles
- Transparent counters, ten for each child

Ask pupils to place number tiles 1-100 on the correct squares on the Blank Hundred Board. Instruct them to place a transparent counter on the number 10. Continue counting by tens, placing counters on each multiple of ten.

Activity 35
Counting in Fives

Materials
- Blank Hundred Board
- Number tiles
- Transparent counters, twenty for each child
- Worksheet 35: Patterns of Ten and Five

Ask pupils to place number tiles 1-100 on the correct squares on the Blank Hundred Board. Instruct them to place a transparent counter on the number 5. Continue counting by fives, placing counters on each multiple of five.

Worksheet 35 provides further practice for counting in multiples of five and ten.
Teacher’s Notes

Activity 36

A Pattern of Three

Materials
- Numbered Hundred Board
- Worksheet 36: A Pattern of Three

Distribute Numbered Hundred Board worksheets. Ask children to follow these directions:
- Shade square number 3.
- Skip the next two squares and shade number 6.
- Skip two more squares and shade the next number.
- Continue skipping two squares and shading until you reach 99.

When finished, ask if anyone sees a pattern. Introduce the term diagonal if necessary. Use Worksheet 36 for reinforcement.

Activity 37

Twos and Threes

Materials
- Numbered Hundred Board
- Transparent counters, 33 for each group

Working in small groups, ask children to cover square number 2. Then, skip a square and cover square 4. Continue this pattern until you reach 100. When finished, challenge children to count by threes, placing a counter over all multiples of three. Ask children to find the numbers that are multiples of both two and three (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96).

Activity 38

A Pattern of Four

Materials
- Numbered Hundred Board
- Worksheet 38: A Pattern of Four

Ask pupils to shade the number 4. Then skip the next three squares and shade number 8. Continue skipping three squares and shading the fourth, until the board is shaded with multiples of four. Ask children to describe the pattern that results. Use Worksheet 38 for more practice.
Activity 39

A Pattern of Eight

Materials
- Numbered Hundred Board
- Worksheet 39: A Pattern of Eight

Ask pupils to cover square number 8. Count eight more and shade square 16. Continue shading every eighth square, watching the pattern grow each square is shaded. Make sure every square fits the pattern before you shade. Continue until square 96 and discuss the pattern.

Use Worksheet 39 for more practice.

Activity 40

A Pattern of Nine

Materials
- Numbered Hundred Board
- Worksheet 40: A Pattern of Nine

Ask pupils to shade square number 9 on the Numbered Hundred Board. Count nine more and shade square 18. Ask children if they can predict a pattern. Continue shading every ninth square. (Number 81 is not the last number.) Continue until you reach square 99.

Use Worksheet 40 for more practice.

Activity 41

Threes and Nines

Materials
- Numbered Hundred Board
- Transparent counters, 11 for each group

Organize children into small groups. Ask them to cover multiples of threes on their hundred boards. Next, instruct students to cover multiples of nine. Find numbers that are multiples of three and nine. How are the patterns related? (Every third number in the threes pattern is a member of the nines pattern.)
Activity 42  
Even and Odd

Materials  
- Numbered Hundred Board  
- Transparent counters, fifty for each pupil  
- Worksheet 42: Even and Odd Patterns

The following activities reinforce skills using even and odd numbers. Begin by reviewing the proper way to identify and label intervals on the hundred boards.

Pupils may work independently or with partners for the following activities. Instruct them to cover every other number, starting with 2. When finished, ask children to identify the numbers in the ones place (0, 2, 4, 6, 8). Explain that these are even numbers, and that all even numbers end in a 0, 2, 4, 6, or 8, and can be divided evenly.

Ask:
- How many covered squares are in each row?
- How many even numbers are there between 1 and 100?
- What is the second even number?
- What is the seventh even number?
- What is the twelfth even number?

Follow the same procedure for the numbers that are not covered. Cover every other number, starting with 1. When finished, ask children to identify the numbers in the ones place (1, 3, 5, 7, 9). Explain that these are odd numbers; they cannot be divided evenly.

Ask:
- How many covered squares are in each row?
- How many odd numbers are there between 1 and 100?
- What is the second odd number?
- What is the seventh odd number?
- What is the twelfth odd number?
Activity 43

Practice with Odds and Evens

Materials
- Red and blue crayons
- Numbered Hundred Board
- Worksheet 43: Even and Odd

To practice the concept of even and odd numbers, distribute Numbered Hundred Board worksheets. Ask students to circle all even numbers in blue and all odd numbers in red. Are any numbers leftover? (No, every number is either even or odd.)

The questions on Worksheet 43 provide more work with odd and even numbers. Pupils can use the hundred board to help them answer questions.

Activity 44

Odd/Even Bingo

Materials
- Numbered Hundred Board
- Bag of counters, in two colors
- Die numbered 1-6

This is a game for two players. Use spaces 1-50 on the hundred board for the game. Give one player blue counters and the other player red counters. Players take turns rolling the die. If an even number is rolled, the player may cover any even number that is not already covered. If a player rolls an odd number, an odd number from 1-50 may be covered. The first player to cover five spaces in a row, in any direction, wins.
Patterns of Ten and Five
Worksheet 35

1. How many tens are there in each row? ____________

2. How many tens are there between 1 and 100? ____________

3. What number is in the ones place of each multiple of ten? ____________

4. How many fives are in each row? ____________

5. How many fives fall between 1 and 100? ____________

6. The pattern of five begins with 5, 10, 15, 20, 25 . . .
   Write the numbers from the five pattern that are not in the ten pattern.

   ____________________________
A Pattern of Three
Worksheet 36

How many squares are covered...

1. in the first 2 rows? _____
2. in the next 2 rows? _____

Write the numbers that are covered:

3. in rows 1 and 2 _____ _____ _____ _____ _____ _____
4. in rows 3 and 4 _____ _____ _____ _____ _____ _____
5. Count and write in threes from 3 to 30:
   _____ _____ _____ _____ _____ _____ _____
6. Write the digits that appear in the ones place, for all the numbers in the threes pattern.
   _____ _____ _____ _____ _____ _____
# A Pattern of Four

## Worksheet 38

<table>
<thead>
<tr>
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<td>95</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

How many squares are covered...

1. in the first 2 rows? ____  
2. in the next 2 rows? ____

Write the numbers that are covered:

3. in rows 1 and 2 ____ ____ ____ ____
4. in rows 3 and 4 ____ ____ ____ ____

5. Count and write in fours, from 4 to 40:

   ____ ____ ____ ____ ____ ____ ____ ____

6. Write the digits that appear in the ones place, in the fours pattern.

   ____ ____ ____ ____ ____
1. How many squares are covered on the hundred board? ____

2. How many eights in 100? ____

3. Write the numbers that are covered in the first four rows.

   ____  ____  ____  ____

4. Count in eights, from 8 to 80. Write the numbers.

   ____  ____  ____  ____  ____  ____  ____  ____  ____  ____

5. Write the digits that appear in the ones place, in the eights patterns.

   ____  ____  ____  ____
A Pattern of Nine

Worksheet 40

1. Count in nines, from 9 to 99.
Write the numbers.

___  ___  ___
___  ___  ___
___  ___  ___
___  ___  ___

2. Complete this table.
Look for a pattern.

<table>
<thead>
<tr>
<th>Number</th>
<th>Tens Digit</th>
<th>Ones Digit</th>
<th>Total of Digits</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
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<td></td>
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<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Even and Odd Patterns

**Worksheet 42**

<table>
<thead>
<tr>
<th>Even Numbers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odd Numbers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

Each set of numbers below is even or odd. Circle even or odd for each set.

1. 12, 14, 16, 18
   - even     odd

2. 5, 7, 9, 11
   - even     odd

3. 4, 6, 8, 10
   - even     odd

4. 19, 21, 23, 25
   - even     odd

5. 10, 20, 30, 40
   - even     odd

6. 35, 37, 39, 41
   - even     odd
Even and Odd
Worksheet 43

Use the hundred board to answer these questions.

1. How many even numbers are on the board? ____

2. Circle the even numbers in this list.
   13  27  62  44  55

3. Write 4 different 2-digit even numbers.
   ____  ____  ____  ____

4. How many odd numbers are on the board? ____

5. What is the highest odd number? ____

6. Circle the odd numbers in this list.
   51  24  87  92  33

7. Write 4 different 2-digit odd numbers.
   ____  ____  ____  ____

8. Can you divide an odd number into 2 equal parts? ____

9. Will the numbers that come before and after every odd number be even? ____
Activity 45  
Addition to Ten

**Materials**
- Blank Hundred Board
- Twenty counters for each pupil, ten each of two colors

Students fill in the first row of the hundred board using both counter colors. Tally the number of each color to create an addition problem. For example, if 6 green and 4 blue counters fill the row, the addition problem becomes $6 + 4 = 10$. Write the various problem combinations on the chalkboard if you wish.

$$
\begin{align*}
0 + 10 & \quad 1 + 9 & \quad 2 + 8 & \quad 3 + 7 & \quad 4 + 6 & \quad 5 + 5 \\
10 + 0 & \quad 9 + 1 & \quad 8 + 2 & \quad 7 + 3 & \quad 6 + 4
\end{align*}
$$

Activity 46  
Moving Counters to Add

**Materials**
- Numbered Hundred Board
- Transparent counters
- Worksheet 46: Find the Sums

Demonstrate using the hundred board as an aid when solving addition problems. To find $7 + 3$, children put one counter on the number 7. Next, they count 3 spaces and place a counter on the number 10. Show $7 + 5$ as an example because children must count onto the second row to find the answer.

Worksheet 46 provides more addition practice on the hundred board.

Activity 47  
Let’s Add

**Materials**
- Two sets of ten index cards with numbers 1-10
- Colored counters
- Paper bag

Two players at a time will enjoy this game. Make two sets of ten index cards, numbered 1-10, then mix the cards together. Place the counters in a bag. Players take turns selecting two number cards and the corresponding number of counters. Students create number sentences with the counters, stating the problem and answering aloud. When players answer correctly, they keep the counters for that sum. Play until all counters have been divided. The player with the most counters wins.
Activity 48

Add the Digits

Materials • Numbered Hundred Board

Add each number of two-digit numbers together. If their sum is even, shade the number square on the hundred board. For example, with 11, 1 + 1 = 2. Two is an even number, so it should be shaded. However, with 12, 1 + 2 = 3, and 3 is not an even number, and should not be shaded.

Activity 49

Addition to Twenty

Materials • Blank Hundred Board
• Twenty counters, ten each of two colors

Children cover the first row on their board using counters of one color. Use ten counters of a second color to add one at a time to the second row. As counters are added, form the following number sentences aloud:

10 + 1 = 11 10 + 4 = 14 10 + 7 = 17 10 + 9 = 19
10 + 2 = 12 10 + 5 = 15 10 + 8 = 18 10 + 10 = 20
10 + 3 = 13 10 + 6 = 16

Activity 50

Patterns with Addition

Materials • Numbered Hundred Board
• Crayons or colored pencils (nine different colors)

Create patterns with addition by following these instructions:

Color squares 1 to 9 with nine different colors. Use the color of square 1 to color in all the squares whose digits add up to 1 (10: 1 + 0 = 1). Use the color of square 2 to color in all squares whose digits add up to 2 (11, 20, etc.). When the sum of two digits is a two-digit number, as in 39, where 3 + 9 = 12, add again to get a one-digit number (1 + 2 = 3).

Continue in this manner for each of the colors and numbers up to 9.
Do students notice a pattern?
Activity 51

Subtraction on the Hundred Board

Materials
- Blank Hundred Board
- Opaque or transparent counters

Students place ten counters in the first row on the hundred board. Next, take away one counter at a time, creating the following number sentences:

\[
10 - 1 = 9 \quad 8 - 1 = 7 \quad 6 - 1 = 5 \quad 4 - 1 = 3 \quad 2 - 1 = 1 \\
9 - 1 = 8 \quad 7 - 1 = 6 \quad 5 - 1 = 4 \quad 3 - 1 = 2 \quad 1 - 1 = 0
\]

Next, replace all ten counters in the first row. Remove random numbers and create subtraction sentences \(10 - 5 = 5\).

Use more counters for difficult subtraction number sentences.

Activity 52-53

Let’s Get 100

Materials
- Numbered Hundred Board
- Die numbered 1-6
- Two counters, different colors
- Worksheet 52: Two-Digit Addition
- Worksheet 53: Two-Digit Subtraction

Two players at a time will enjoy this adding game. Players start on square number 1 and take turns rolling the die. The number rolled indicates the number of spaces to move forward. Before moving, the player must state the addition sentence that represents the move. For example, a player who is on 1 and rolls a 4 says \(1 + 4 = 5\) before moving to 5. The first player to reach, or pass, 100 is the winner.

Repeat the game using subtraction. Start at 100 and work backward. Use Worksheets 52 and 53 for more addition and subtraction practice.
Activity 54
Addition of Two-Digit Numbers

Materials
- Numbered Hundred Board
- Counters

Introduce adding one- and two-digit numbers. Encourage students to use counters to keep their place on the hundred board. Demonstrate the following examples:

\[
\begin{align*}
6 + 4 &= 10 \\
&\text{Start on 6.} \\
&\text{Move forward 4.} \\
&\text{Land on 10.} \\

14 + 5 &= 19 \\
&\text{Start on 14.} \\
&\text{Move forward 5.} \\
&\text{Land on 19.} \\

23 + 22 &= 45 \\
&\text{Start on 23.} \\
&\text{Move down 2 rows.} \\
&\text{Move forward 2 spaces.} \\
&\text{Land on 45.} \\

35 + 42 &= 77 \\
&\text{Start on 35.} \\
&\text{Move down 4 rows.} \\
&\text{Move forward 2 spaces.} \\
&\text{Land on 77.}
\end{align*}
\]

Activity 55
Subtraction of Two-Digit Numbers

Materials
- Numbered Hundred Board
- Counters

Introduce subtracting one- and two-digit numbers. Encourage children to use counters to keep their place on the hundred board. Demonstrate the following examples:

\[
\begin{align*}
9 - 5 &= 4 \\
&\text{Start on 9.} \\
&\text{Go back 5.} \\
&\text{Land on 4.} \\

18 - 3 &= 15 \\
&\text{Start on 18.} \\
&\text{Go back 3.} \\
&\text{Land on 15.} \\

36 - 22 &= 14 \\
&\text{Start on 36.} \\
&\text{Move up 2 rows.} \\
&\text{Move back 2 spaces.} \\
&\text{Land on 14.} \\

54 - 28 &= 26 \\
&\text{Start on 54.} \\
&\text{Move up 2 rows.} \\
&\text{Move back 8 spaces.} \\
&\text{Land on 26.}
\end{align*}
\]
Activity 56

Bingo for Addition and Subtraction

Materials
- Numbered Hundred Board
- Transparent counters

Instruct pupils to cover the answers on the hundred board for the number sentences called. The teacher, or a chosen pupil, uses addition and subtraction sentences to call the numbers. For example:

4 + 3  Pupils cover 7.
12 − 4  Pupils cover 8.

To win, a player must cover three numbers in a row, in any direction.

Activity 57

Move It!

Materials
- Number Hundred Board
- For each pair of pupils: eleven counters, ten of one color, one of another

Two players at a time will enjoy this game. Randomly place ten like-colored counters on each player’s hundred board. Place the single-colored counter on square 1. Players take turns calling directions, using the terms right, left, up, or down to move the single-colored counter. Players call three moves at a time, for example: right, right, right; left, up, right; or any combination. The object is to land on your own counters, then remove the counter from the hundred board. The first player to remove all ten counters wins.

Activities 58-59

Fun with Arrows

Materials
- Numbered Hundred Board
- Worksheet 58: Fun with Arrows
- Worksheet 59: More Arrows

The activities on Worksheets 58 and 59 allow pupils to practice a different way of adding and subtracting on the hundred board. Before distributing the worksheets, review navigation of the board and practice reading the arrow directions.
Find the Sums
Worksheet 46

Use the hundred board to find the answers.

Example: \(6 + 3 = \_\_\_\_\_\_
\)
Start at 6.
Move forward 3 spaces.
End at 9.
\(6 + 3 = 9\)

1. \(3 + 3 = \_
\)
2. \(5 + 3 = \_
\)
3. \(4 + 2 = \_
\)

4. \(1 + 5 = \_
\)
5. \(2 + 6 = \_
\)
6. \(4 + 3 = \_
\)

7. \(5 + 2 = \_
\)
8. \(4 + 5 = \_
\)
9. \(5 + 6 = \_
\)
10. \(4 + 7 = \_
\)
11. \(9 + 5 = \_
\)
12. \(7 + 2 = \_
\)
13. \(9 + 2 = \_
\)
14. \(8 + 4 = \_
\)
15. \(6 + 6 = \_
\)
16. \(7 + 6 = \_
\)
Two-Digit Addition

Worksheet 52

Use the hundred board to find the answers.

<table>
<thead>
<tr>
<th>Start At</th>
<th>Move Forward</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td></td>
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<tr>
<td>32</td>
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<td></td>
</tr>
<tr>
<td>53</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
# Two-Digit Subtraction

**Worksheet 53**

Use the hundred board to find the answers.

<table>
<thead>
<tr>
<th>Start At</th>
<th>Move Back</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Fun with Arrows
Worksheet 58

means to add     means to subtract

Use the hundred board. Place a counter on the number shown. Move 1 space for each arrow. Write the number you land on.

1.  5  

2.  9  

3.  18 

4.  33 

5.  35 

6.  12 

7.  56 

8.  84 

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More Arrows
Worksheet 59

Means to add 1 ten.
Move down 1 space.

Means to subtract 1 ten.
Move up 1 space.

Move 1 space for each arrow.
Write the number you land on.

1. 15
2. 30
3. 23

4. 49
5. 51
6. 65
7. 77
Activity 60

Two by Two

Materials • Blank Hundred Board
• Opaque or transparent counters

Instruct pupils to place two counters together on the hundred board. Then place another pair of counters in a different column. Explain that they are showing two groups of 2, which equals 4, and can be stated as \(2 \times 2 = 4\).

Ask pupils to add two more counters to the hundred boards, showing three groups of 2 (\(2 \times 3 = 6\)). Explain that multiplying by 2 is doubling a number, or adding a number to itself. Explain that multiplication is a shorter way to add numbers.

\[2 \times 4 = 8\]
\[2 + 2 + 2 + 2 = 8\]

Activity 61

Multiplication of Threes and Fives

Materials • Blank Hundred Board
• Opaque or transparent counters

Instruct pupils to place three counters together (in different columns) on the hundred board. Do this three times. Ask pupils to give an addition number sentence for the counters shown (\(3 + 3 + 3 = 9\)). Ask how this could be written using multiplication (\(3 \times 3 = 9\)).

Continue this exercise using examples of threes and fives, asking each time for the addition and multiplication equation.
Activity 62
Multiplication Charts for Twos

Materials
- Numbered Hundred Board
- Worksheet 62: Charts for Twos

Ask pupils to lightly shade in every other number, starting with two. Then read the shaded boxes of the hundred board to complete the following number sentences:

1 × 2 = _____ 4 × 2 = _____ 7 × 2 = _____
2 × 2 = _____ 5 × 2 = _____ 8 × 2 = _____
3 × 2 = _____ 6 × 2 = _____ 9 × 2 = _____

Activity 63
Multiplication Charts for Threes

Materials
- Numbered Hundred Board
- Worksheet 63: Charts for Threes

Ask pupils to lightly shade in every third number, starting with three. Then read the shaded boxes of the hundred board to complete the following number sentences:

1 × 3 = _____ 4 × 3 = _____ 7 × 3 = _____
2 × 3 = _____ 5 × 3 = _____ 8 × 3 = _____
3 × 3 = _____ 6 × 3 = _____ 9 × 3 = _____

Activity 64
Multiplication Charts for Fives

Materials
- Numbered Hundred Board
- Worksheet 64: Charts for Fives

Ask pupils to lightly shade in every fifth number, starting with five. Then read the shaded boxes of the hundred board to complete the following number sentences:

1 × 5 = _____ 4 × 5 = _____ 7 × 5 = _____
2 × 5 = _____ 5 × 5 = _____ 8 × 5 = _____
3 × 5 = _____ 6 × 5 = _____ 9 × 5 = _____
Activity 65

Finding Multiples of Six

Materials
- Numbered Hundred Board
- Opaque counters

Instruct students to count to six, pointing at each number as they count. Cover square six with a counter. From square six, count six more squares, covering the last square (12). Continue counting and covering multiples of six in this manner.

Next, pupils can write the numbers they have covered. These numbers are the multiples of 6.

Activity 66

Take Your Pick

Materials
- Numbered Hundred Board
- Number tiles 1-10
- Paper bag
- Fifteen counters per player, different colors for each player

This is a game for 2-4 players. Players take turns drawing three number tiles from the bag to form multiplication sentences. For example, if 2, 3, and 6 are drawn, the number sentence $2 \times 3$ or $2 \times 6$ or $3 \times 6$ could be used. The player decides on one number sentence and covers the product on the hundred board with a counter. The tiles are returned to the bag for the next player.

Players cannot share a number space. If all possible product spaces are filled, the player misses that turn and replaces the tiles. The first player to put all 15 counters correctly on the board wins.
Charts for Twos
Worksheet 62

Put counters on all the even numbers. Use the chart to help you multiply by 2.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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</tr>
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<tbody>
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</tr>
</tbody>
</table>

1. $1 \times 2 = \underline{2}$
2. $2 \times 2 = \underline{4}$
3. $3 \times 2 = \underline{6}$
4. $4 \times 2 = \underline{8}$
5. $5 \times 2 = \underline{10}$
6. $6 \times 2 = \underline{12}$
7. $7 \times 2 = \underline{14}$
8. $8 \times 2 = \underline{16}$
9. $9 \times 2 = \underline{18}$
10. $10 \times 2 = \underline{20}$
Charts for Threes

Worksheet 63
Put counters on the “threes.” Use the chart to help you multiply by 3.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>26</td>
<td>27</td>
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</table>

1. \(1 \times 3 = \) _____
2. \(2 \times 3 = \) _____
3. \(3 \times 3 = \) _____
4. \(4 \times 3 = \) _____
5. \(5 \times 3 = \) _____
6. \(6 \times 3 = \) _____
7. \(7 \times 3 = \) _____
8. \(8 \times 3 = \) _____
9. \(9 \times 3 = \) _____
10. \(10 \times 3 = \) _____
## Charts for Fives

### Worksheet 64

Put counters on the “fives.”
Use the chart to help you multiply by 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>47</td>
<td>48</td>
<td>49</td>
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<td></td>
</tr>
</tbody>
</table>

1. $1 \times 5 = ____$
2. $2 \times 5 = ____$
3. $3 \times 5 = ____$
4. $4 \times 5 = ____$
5. $5 \times 5 = ____$
6. $6 \times 5 = ____$
7. $7 \times 5 = ____$
8. $8 \times 5 = ____$
9. $9 \times 5 = ____$
10. $10 \times 5 = ____$