# HUNDREDS GRID MATH MAT

Use the Hundreds Grid to engage students in conversations about numbers. Here are some examples of great ways to use the Hundreds Grid to help students think about number relationships.

## Won't You Be My Neighbor? (Gr. 1-2)
- Give each student a Hundreds Grid Math Mat and a dry erase marker.
- Model for students how to place one target number on the Hundreds Grid (e.g., 23).
- Ask students to write all of the neighbors for the target number (to the left, to the right, above and below the target number).
- Share students' answers and strategies for determining the missing numbers.
- Have students add a different target number to the same Hundreds Grid and repeat.

## See the Pattern (Gr. 1-2)
- Give each student a Hundreds Grid Math Mat and a dry erase marker.
- Ask students to determine where the number 31 would be located and label it.
- Say to students, "What comes next in this row? Write all of the numbers that should be in this row."
- Discuss the numbers students see in the row. How are they the same? How are they different? Prove that the numbers increase by 1 as you move right and decrease by 1 as you move left. The number of tens does not change.
- Say to students, "Go to the number 31. Write the numbers that would be in the same column as 31."
- Discuss the numbers they see in the column. How are they the same? How are they different? Prove that the numbers increase by 10 as you move down and decrease by 10 as you move up. The number in the tens place changes, but the number in the ones place does not.
- Repeat with another starting number.

## Arrays All Day (Gr. 2-3)
- Give each student a Hundreds Grid Math Mat, centimeter cubes, and a dry erase marker.
- Ask students to focus on the squares they see. Say to students, "Are these squares arranged in an array? How do you know? How could we name this array?"
- Display different arrays (from 1 x 1 to 9 x 9) and ask students to use the Hundreds Grid to organize centimeter cubes into the arrays you display.
- Discuss each completed array and name it with a repeated addition sentence and a multiplication sentence.
- Prove that turning the array (e.g., from 2 x 3 to 3 x 2) changes the *name* of the array but not the total amount of cubes in the array.