



## Make 100

### Purpose

To help students to group tens and ones and add tens and ones.

**Numeracy continuum Aspect 4: Level 1, Level 2**

### Materials needed

One die for the teacher (1–6 or 0–9); scoring sheets: one per student.

### Time required

Two lessons.

### Rules

1. The aim is to score 100 or as close as possible without ‘busting’ (passing 100).
2. The teacher rolls the die and announces the number. Students may choose to multiply that number by 10 or score it at face value, e.g. 2 may be scored as 2 or 20. Once a decision has been made it cannot be changed.
3. The die is rolled again. If the number is (say) 4, students decide to score this as 4 or 40 and record it, completing the progressive total.
4. This continues until 9 rolls have been completed. Note: All rolls must be used.
5. The student who scores 100 or the number closest to (but below) 100 wins.

### Variations

- (a) Use a 1–6 die or a 0–9 die. Ask students how they will vary their strategies if you change from a 1–6 to a 0–9 die.
- (b) Set a different target.
  - (i) Target = 200 “How will you vary your strategies from the original game?” (Students should realise that they will need to multiply by 10 more often.)
  - (ii) Target = 1000 and you may multiply by 100 once and once only during the game.
- (c) Allow addition or subtraction of each number rolled.



## Sample game

Score	Total
2	2
30	32
6	38
10	48
3	51
20	71
4	75
5	80
4	84
	84

## Questioning

1. After two rolls the teacher asks students to name all possible scores. (In the sample game above the possible scores are 5, 23, 32, and 50.) Note: If the first two numbers rolled are the same, there are only three possible scores, e.g. rolls of 3, 3 produce possible scores of 6, 33, 60.
2. When there are two rolls to go, ask students to stand if it is still possible for them to score exactly 100. Ask their scores and check as a whole class activity.
3. When there are two rolls to go, ask students to announce their scores and say what they would like the next two rolls to be, e.g. a student with a score of 88 could score exactly 100 with 2 sixes. The same result could be achieved with a 1 and a 2 (12).

## Extension

Refer to activities “Make 10” and “Make 1” on p. 197.



# Make 100

Score	Total

Score	Total

Score	Total

Score	Total

Score	Total

Score	Total