



Using the Hundreds Grid for counting

Initially, students place clear counters on a paper hundreds grid to mark the counting sequence – clear counters should be used so the students can still see the numbers.

Once the counters are in place, students whisper the numbers not part of the counting sequence and touch the counters as they loudly say the numbers that are part of the counting sequence. Once students are confident with the counting sequences, they will not need to use the hundreds grid.

On the hundreds grid below, a student has started placing counters on the fives counting pattern, which will help them to count fluently by fives. When students have said and recorded their counting sequences, the teacher can ask questions such as:

- ‘What number will come after 100 in your pattern?’
- ‘Can you continue counting by fives from 100?’
- ‘How would this help you count by tens?’

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

A hundreds grid on a frame with rotatable numbers can readily display patterns and scaffold counting for students. Number tiles can then be rotated so that some numbers are not visible to gradually reduce support.