

# ADDITION STRATEGIES

## Task Cards: MAKING 10 AND 100

10+60=

Making 10 and 100 Task Cards: Card #17

If each space on the ten frame represents 10, what equation do these ten frames represent?

○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

Making 10 and 100 Task Cards: Card #18

Complete the task.

Write three different equations that equal 100.

Making 10 and 100 Task Cards: Card #19

Fill in the Making 10 chart.

Number	How many more make 10?
7	
5	
2	

Making 10 and 100 Task Cards: Card #5

Solve the problem.

Altogether the two baseball teams get 10 runs. The blue team gets 6 and the red team gets the rest. How many runs did the red team get?

Making 10 and 100 Task Cards: Card #2

Answer the questions.

What could I add to 4 to make 10?

What could I add to 40 to make 100?

Making 10 and 100 Task Cards: Card #4

Explain.

How can you use the fact  $3+7=10$  to solve  $30+70$ ?

Making 10 and 100 Task Cards: Card #3

Extend each "Making 10" equation into a "Making 100" equation.

$9+1=10 \rightarrow 90 + 10 = 100$

$6+4=10 \rightarrow \_\_ + \_\_ = 100$

$3+7=10 \rightarrow \_\_ + \_\_ = 100$

$8+2=10 \rightarrow \_\_ + \_\_ = 100$

Making 10 and 100 Task Cards: Card #6

Fill in the missing spaces.

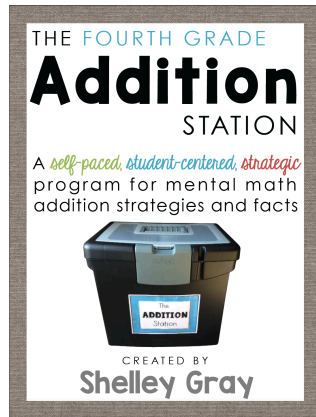
100	10
50	1
10	100
2	20

Making 10 and 100 Task Cards: Card #7

Created by Shelley Gray

# About this Resource

This resource includes 24 task cards to reinforce the Making 10 and 100 addition facts. Students will use these task cards to practice this concept in a variety of different ways, including ten frames, missing addends, number lines, problem-solving, and more.



Are you looking for even more support with teaching addition strategies in your classroom? The Addition Station will transform your teaching, allowing your students to master addition facts and strategies at their own pace. Find the Addition Station here:

<https://www.teacherspayteachers.com/Product/The-Addition-Station-First-Grade-1781284>



I'd love to help you get really strategic with your math instruction this year! Join me over on my website, [ShelleyGrayTeaching.com](http://shelleygrayteaching.com) for ideas, tips, and resources!

<http://shelleygrayteaching.com/>

# This resource includes...

Twenty-four task cards to practice the making 10 and 100 strategy in a variety of different ways:

<p>Fill in the empty spaces.</p>	<p>Explain.</p> <p>How can you use the fact <math>3+7</math> to solve <math>30+70</math>?</p>	<p>Complete the task.</p> <p>Write three different equations that equal 10.</p>	<p>Circle the facts that make 10.</p> <p>Draw a square around the facts that make 100.</p> <p><math>8 \times 2</math>   <math>3 \times 7</math>   <math>90 \div 10</math>  <math>40 \div 60</math>   <math>80 \div 20</math>   <math>5 \div 5</math></p>	<p>Solve each equation and choose one to represent as a picture.</p> <p><math>70+30=</math> _____  <math>4+6=</math> _____  <math>40+60=</math> _____</p>	<p>Extend each 'Making 10' equation into a 'Making 100' equation.</p> <p><math>9+1=10 \rightarrow 90+10=100</math>  <math>6+4=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>3+7=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>8+2=10 \rightarrow \_\_\_+ \_\_\_=100</math></p>	<p>Extend each Making 10 fact to make a Making 100 fact.</p> <p><math>2+8=10 \rightarrow 20+80=100</math>  <math>5+5=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>1+9=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>4+6=10 \rightarrow \_\_\_+ \_\_\_=100</math></p>	<p>Circle the facts that make 10.</p> <p>Draw a square around the facts that make 100.</p> <p><math>10 \div 90</math>   <math>9 \div 1</math>   <math>70 \div 30</math>  <math>7 \div 3</math>   <math>20 \div 80</math>   <math>50 \div 50</math></p>								
<p>Fill in the blanks.</p> <p><math>80+20=</math> _____  <math>\_\_\_+50=100</math>  <math>30+\_\_\_=100</math></p>	<p>Sort the facts into the chart on your recording sheet.</p> <p><math>9 \div 1</math>   <math>7 \div 3</math>  <math>50 \div 50</math>   <math>6 \div 4</math>  <math>10 \div 90</math>   <math>80 \div 20</math></p>	<p>If each dot represents 10, what equation do these dice represent. Show the answer.</p> <p><math>\_\_\_ + \_\_\_ = \_\_\_</math></p>	<p>Represent this equation on the number line. <math>80+20=100</math>.</p>	<p>Answer the questions.</p> <p>What could I add to 4 to make 10?          What could I add to 40 to make 100?</p>	<p>Complete the task.</p> <p>Write three different equations that equal 100.</p>	<p>Fill in the Making 100 chart.</p> <table border="1"> <thead> <tr> <th>Number</th> <th>How many more to make 100?</th> </tr> </thead> <tbody> <tr> <td>60</td> <td></td> </tr> <tr> <td>90</td> <td></td> </tr> <tr> <td>20</td> <td></td> </tr> </tbody> </table>	Number	How many more to make 100?	60		90		20		<p>Fill in the missing numbers.</p> <p><math>80+\_\_\_=100</math>  <math>\_\_\_+2=10</math>  <math>60+\_\_\_=100</math></p>
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Recording sheets to keep students organized.

**Recording Sheet - Page 1**

	<p>How many more to make 10?</p>												
<p><math>80+20=</math> _____  <math>\_\_\_+50=100</math>  <math>30+\_\_\_=100</math></p>	<p>Facts that make 10</p> <table border="1"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <p>Facts that make 100</p> <table border="1"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>												
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**Recording Sheet - Page 2**

<p><math>\_\_\_ + \_\_\_ = \_\_\_</math></p>	
<p>Show your work.</p> <p>Write an answer sentence.</p>	<p><math>20+\_\_\_=100</math>  <math>\_\_\_+60=100</math>  <math>80+\_\_\_=100</math></p>
<p>Solve.</p> <p>Draw.</p>	<p><math>9+1=10 \rightarrow 90+10=100</math>  <math>6+4=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>3+7=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>8+2=10 \rightarrow \_\_\_+ \_\_\_=100</math></p>
<p> </p>	<p> </p>

**Recording Sheet - Page 3**

<p> </p>									
<p><math>2+8=10 \rightarrow 20+80=100</math>  <math>5+5=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>1+9=10 \rightarrow \_\_\_+ \_\_\_=100</math>  <math>4+6=10 \rightarrow \_\_\_+ \_\_\_=100</math></p>	<p><math>10 \div 90</math>   <math>9 \div 1</math>   <math>70 \div 30</math>  <math>7 \div 3</math>   <math>20 \div 80</math>   <math>50 \div 50</math></p>								
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# Answer keys to make self-checking a breeze!

<p><b>ANSWER KEY</b></p>	<p>1</p> <p>2</p> <p>If <math>3+7=10</math>, I know that 3 groups of 10 plus 7 groups of 10 makes 10 groups of 10.</p>								
<p>3</p> <p><math>80+20=100</math></p> <p><math>50+50=100</math></p> <p><math>30+70=100</math></p>	<p>4</p> <table border="1"> <tr> <th>Facts that make 10</th> <th>Facts that make 100</th> </tr> <tr> <td>9+1</td> <td>50+50</td> </tr> <tr> <td>7+3</td> <td>10+90</td> </tr> <tr> <td>6+4</td> <td>80+20</td> </tr> </table>	Facts that make 10	Facts that make 100	9+1	50+50	7+3	10+90	6+4	80+20
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<p>7</p> <p>Ask your teacher to check this answer.</p>	<p>8</p> <p><math>8+2</math>   <math>3+7</math>   <math>90+10</math></p> <p><math>40+60</math>   <math>80+20</math>   <math>5+5</math></p>								

<p><b>ANSWER KEY</b></p> <p><math>60+40=100</math></p>	<p>10</p>
<p>11</p> <p>Show your work:</p> <p><math>90+10=100</math></p> <p>Write an answer sentence: 10 of the ducks are males.</p>	<p>12</p> <p><math>20+80=100</math></p> <p><math>40+60=100</math></p> <p><math>80+20=100</math></p>
<p>13</p> <p>Solve:</p> <p><math>70+30=100</math></p> <p><math>4+6=10</math></p> <p><math>40+60=100</math></p> <p>Draw:</p>	<p>14</p> <p><math>9+1=10 \rightarrow 90+10=100</math></p> <p><math>6+4=10 \rightarrow 60+40=100</math></p> <p><math>3+7=10 \rightarrow 30+70=100</math></p> <p><math>8+2=10 \rightarrow 80+20=100</math></p>
<p>15</p> <p>I could add 6 to 4 to make 10.</p> <p>I could add 60 to 40 to make 100.</p>	<p>16</p> <p>Ask your teacher to check this answer.</p>

<p><b>ANSWER KEY</b></p> <p><math>70+30=100</math></p>	<p>17</p> <p>18</p>								
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