Title of Book: 100 Days of Cool
Author: Stuart J. Murphy
Publisher (Date): Harper Collins (2003)
ISBN: 978-006001230
Grade Levels for Recommended Use: K-2 (Ages 6-10)

TEKS:

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

   (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

   (E) Create and use representations to organize, record, and communicate mathematical ideas.

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

   (E) Locate the position of a given whole number on an open number line.

   (F) Name the whole number that corresponds to a specific point on a number line.

(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

   (A) Partition objects into equal parts and name the parts, including halves, fourths, and eighths.

Brief Summary:
It’s the first day of school and Scott, Yoshi, Nathan and Maggie are dressed in anything but ordinary outfits. Why? Well, Mrs. Lopez had told her class that they were going to celebrate "100 Days of School," but Maggie heard "100 of Days of Cool". They’re on their way to finding 99 more ways to be the coolest class ever. The book uses a number line to keep track of their progress. Getting students to understand the concept of 100 is a benchmark as they become acquainted with percentages and place value.
Materials needed:

<table>
<thead>
<tr>
<th>Book: 100 Days of Cool by Stuart J. Murphy</th>
<th>Number Line Handout</th>
<th>More to the Story Handout</th>
<th>Illustration Page Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Tape</td>
<td>Scissors</td>
<td>Colored Pencils, Markers, Crayons</td>
<td>Pencil</td>
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</tbody>
</table>

Suggested Activity:

(Start by dressing up in a ridiculous outfit, silly socks, fun colors, pigtails, etc.)

1. Read Aloud/Think Aloud
   - Read through 100 Days of Cool by Stuart J. Murphy
   - Stop and think aloud about:
     - Why the students dressed up in ridiculous outfits.
     - What else could they have done?
     - How many days have passed since the last page?

2. Number Line
   - Pass out the Number Line Handout (1 for each student).
   - Have student carefully cut out the separate pieces of the number line and assemble them in the correct sequence with the clear tape.
   - Review the numbers presented in the book
     - Were their predictions about “how many days have passed” correct?
     - Have students use the number line to count on and review concepts
     - Have students fold the number line into \( \frac{1}{4} \) sections, \( \frac{1}{3} \) sections etc. to find out how many days constitute these fractions of 100.

3. More to the Story
   - Let the students write a new part of the story.
   - Have students select a number from the number line and label it with big red numbers on their number lines.
   - Pass out the More to the Story Handout as well as the Illustration Handout.
     - Have students create a rough draft in their notebooks or on a sheet of paper before transferring the final draft to their handouts.
   - Have students illustrate the story they’ve created on the Illustration Handout.
· Have students mount their stories and illustrations on a large sheet of colored paper.
  - Have students organized the “pages” in numerical sequence and bind them together to create a book.
  - Display the new parts of the story alongside the book in the classroom library.

4. Post-Reading

· If you are doing this at the beginning of the school year, have students’ complete a calendar adventure to find out what day (date) the 100th day of school is.
· Add some fractions to the fun: What day will it be when students are 1/4 of the way to the 100th day? 1/2? 3/4? (Talk about how many days each of these fractions represents.)

References/Websites:


100 Days of Cool Lesson Plan | Scholastic.com
Scholastic, helping children around the world to read and learn. scholastic.com.

Stuart J. Murphy - MathStart Books (Visual Learning)

Adapted by:
(Alexandra Robinson, 2013)