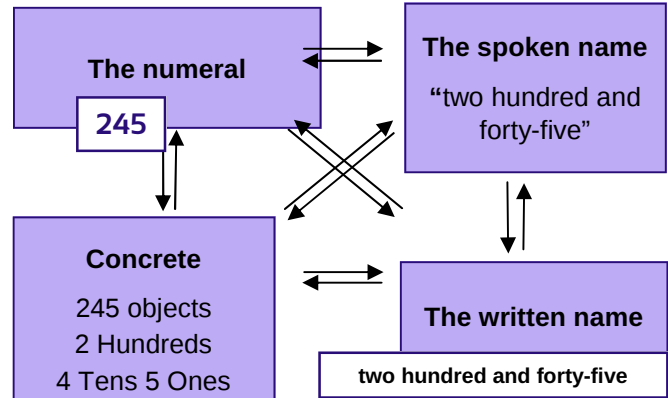


Teaching Strategies - Ten and Ones to 999

The hundreds, tens and ones:

At this stage, students should be able to:

- read or write the numeral (the written symbol "245")
- recognize or say the spoken name
- show the number using manipulatives (concrete materials)
- read and write the written name (note that correct spelling may take longer to develop)



Establish

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impress on students that hundreds are MUCH bigger than the tens which are bigger than the ones.

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CLASSROOM

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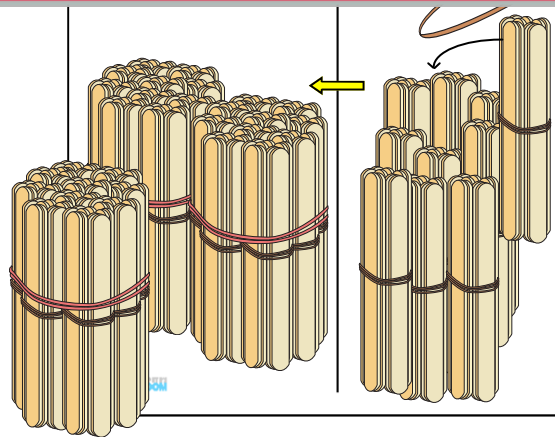
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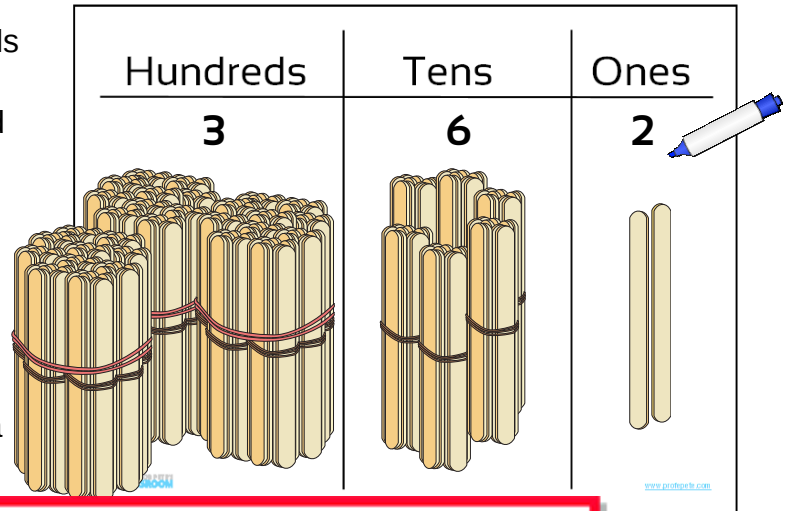
* A "Hundreds, Tens & Ones" chart is attached to this file. If it is too small, enlarge it and print it on larger paper or cardboard before laminating it.

Writing the number:

A number written in this hundreds place tells how many bundles of a hundred there are. (Write on the laminated hundreds, tens and ones place value chart with whiteboard markers).

Have students count and say the hundreds first, then the tens, then the ones, writing symbols as they say the name.

Discuss what happens when there are no ones, or no tens. Explain that we write a zero to "hold the place".



Use different

Repeat the representation

Unifix cubes represent

Using Base

Use base ten blocks to show the groups inside the hundred. Ensure that students understand a hundred is the same as 10 tens before using these blocks.

Base ten blocks require students to be able to recognize that a hundred block is 10 tens. Frequent activities of forming a block of 10 tens and placing a hundred block next to it or on top of it need to be explored.

Another great way to establish this concept is to tape a row of 10 tens together on one side only so that the block can be played apart showing the 10 individual tens.

Allow students to handle 10 tens taped together to establish the hundred concept.



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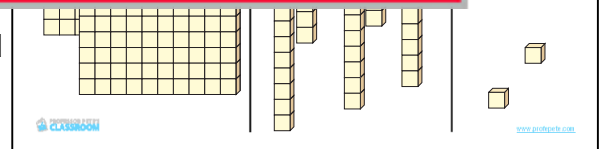


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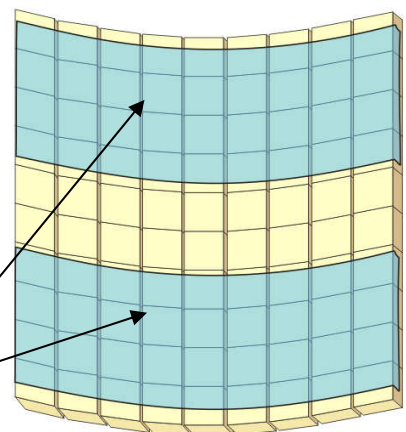
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4

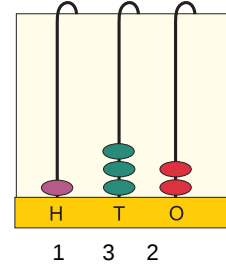


tape here



The Abacus:

Lastly, the abacus can be used effectively once students are thoroughly familiar with the value of digits in the each place. Watch that students do not make the error in assuming that they just need to count the beads to find the number. For example, this abacus does not represent 6, it represents 132:




Some abacuses have 20 beads in each column to allow for trading of 10 ones for 1 ten, 10 tens for 1 hundred.

The abacus has the advantage of allowing large numbers to be manipulated and displayed in an efficient way.

Other Objects:

Other objects like
pencils, blocks
Always count

boxes of



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