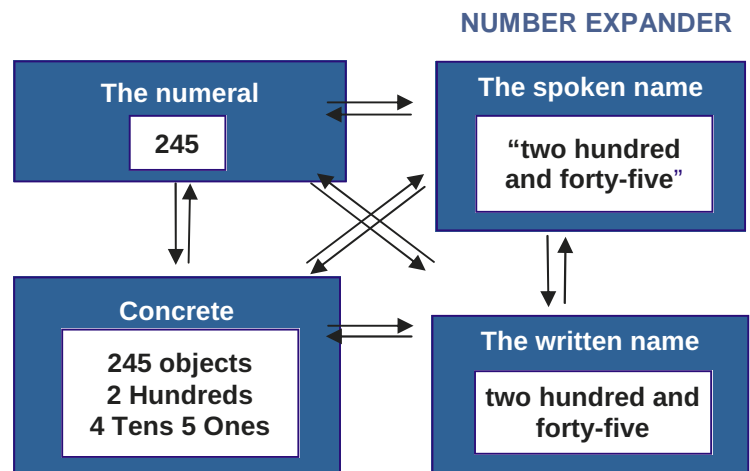


**The hundreds, tens and ones**

Students need to 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 (N.B. correct spelling may take longer to develop)



**Lesson 1: Introducing Hundreds, Tens and Ones**

This program introduces hundreds, tens and ones. It should be used...

**1. Establishing the concept**

- Talk about the number 100. Are you counting them in hundreds?
- Put the sticks in the hundreds place.
- Start with 10 sticks in the tens place. As soon as 10 tens, 100, are reached, group them together, putting a large rubber band around them. Then move the bundle of 10 tens into the hundreds place.
- Continue counting and each time another 10 tens is reached, move it into the hundreds place.
- Pause at different times to note that there are “four hundreds, two tens”, “four hundred and twenty”, etc., pointing to the sticks as you say the name
- Don't worry about the hundreds spilling off the chart as they fill the space quickly. This helps impress on students that hundreds are MUCH bigger than the tens, which themselves are bigger than ones.

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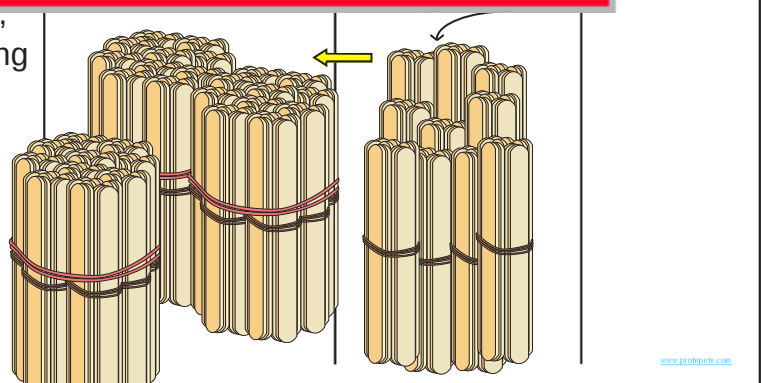
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he er, it

bundling sticks  
 k of 1000  
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Ones

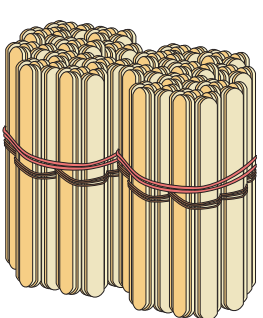
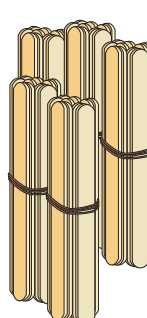



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2. Writing the number:

- A number written in this hundreds place tells how many bundles of hundreds there are. (Write on the laminated 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".

NUMBER EXPANDER

Hundreds	Tens	Ones
<p>2</p> 	<p>5</p> 	<p>1</p> 

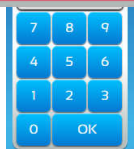
Reading and

3. Enter
- Select
  - Hide the
  - To hide keypad
  - your nu
  - To sho


  
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- Enter **578** > OK



- The Number Expander will show 578 in bundling sticks
- Open the Expander, click on the EXPANDER box
- Count the bundles of hundreds, tens and ones onscreen and point to the number as it is written in the EXPANDER box
- Have students write the number
- Have students show you the number, on the screen, with their sticks. Students need to make the connection between real objects and those on screen.

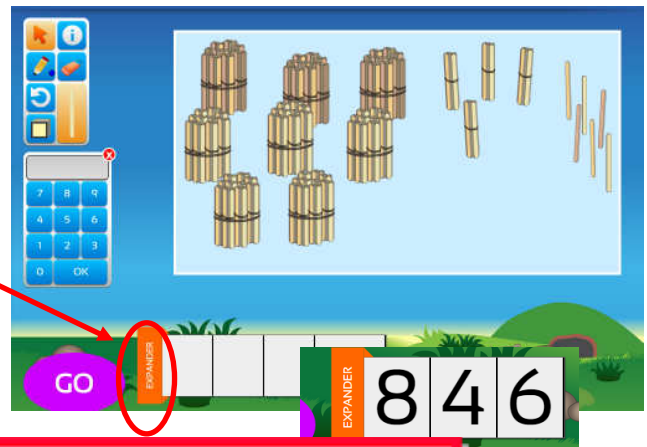


- Clear the screen



NUMBER EXPANDER

- Click on the orange EXPANDER box and the number will be hidden.
- Enter a new number on the keypad: **846 > OK**  
The sticks will appear on the screen.
- Ask student to write the number shown on the screen by the bundling sticks
- Reveal the answer by clicking on the EXPANDER box and the answer will appear
- Say the number orally
- **Say:** Show me eight hundred and forty-six, and have the students show you using their sticks on their chart



  
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- Reveal
- **HINT:** i using o the on-
- 4. Repeat number
- Remen matrix
- Be sure then in "teen"
- place or the Ones place, then in both places. Always draw students' attention to the relationship between the digits in the number and the bundles of sticks on screen.
- A suggested sequence:

whilst use

ring a new

spoken name

two hundred and forty-five"

written name

two hundred and forty-five

734	524
291	308
613 (take care with teen numbers)	969
817	414
925	207
403 (check students have the zero in the correct place)	400