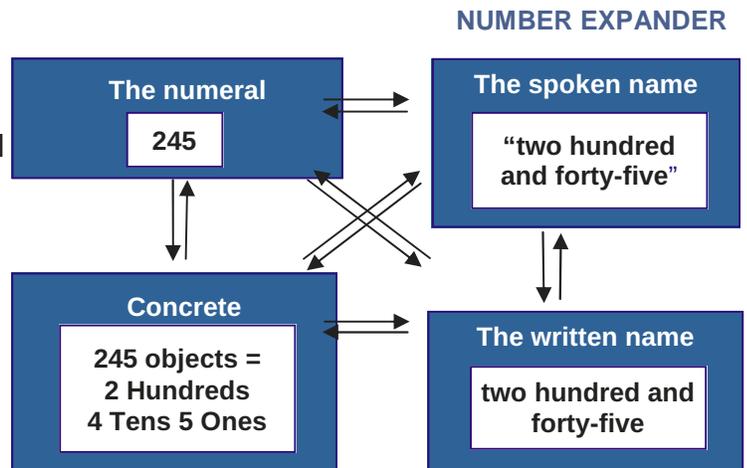


The hundreds, tens and ones:

- 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 (note that correct spelling may take longer to develop)



Lesson 3: Hundreds, Tens and Ones with Base Ten Blocks (MAB)

Bundling sticks into tens and quickly represent. It is important using the blocks

1. Establish

Always use with the Number. Have the students have them with a number of blocks. Compare it with the



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2




NUMBER EXPANDER

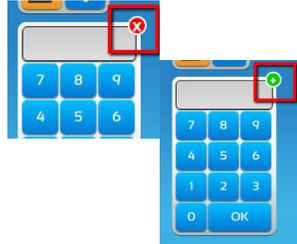
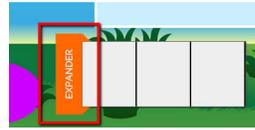
5 6 2

Reading and writing numbers on the Number Expander Gadget.

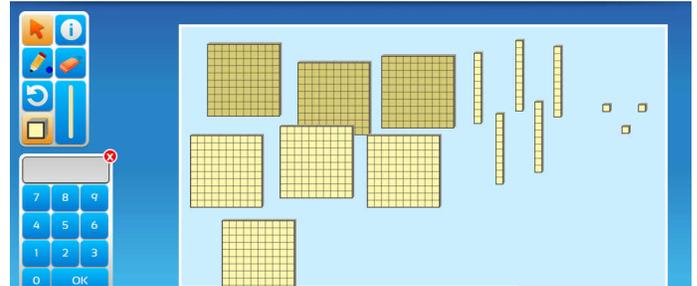
NUMBER EXPANDER

2. To enter a number on the gadget:

- Close the EXPANDER box.
- To hide a number as it is entered on the keypad, close the red cross and type your number "blind". (To show it again click the green "+".)



- Enter "753 OK"



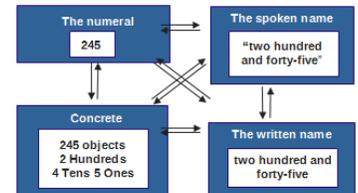
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- **Say:** Show me "four hundred and fifty-eight" aloud, and have the students show you using their blocks on their chart, then show it on the Number Expander to have them check their answers.
- **Repeat** above steps with new numbers, remembering to vary the questions as per the table.
- Some suggested numbers might be:

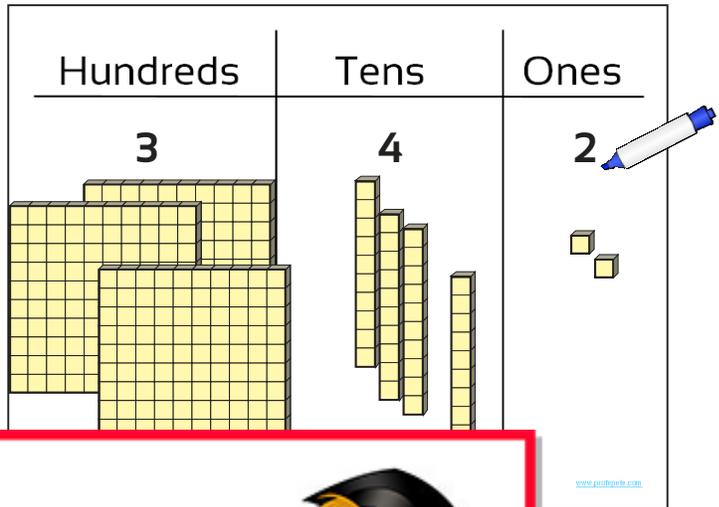
484	380
369	900
516 (take care with teen numbers)	798
211	313
802	47
406 (check students have the zero in the correct place)	498



NUMBER EXPANDER

Note: Whilst using the Number Expander Gadget have students use their own chart and manipulatives.

- **Call out** a number from the list and have students show you that number using the Base Ten Blocks.
- Have students **write** the number on the chart or on the worksheet supplied.
- **Check** responses.
- Remember to make sure you include some numbers with teens, and some with zeros in the different places.



- Alternat
showin

PROFESSOR PETE'S CLASSROOM

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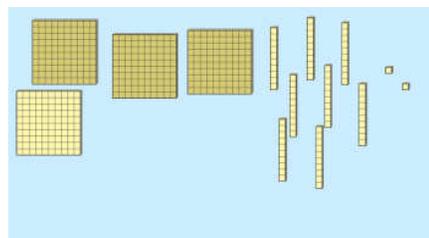


3. Have students say the number shown on the screen

- **Enter** a number on-screen. Have students say the number aloud then write or show the blocks on their place value chart.
- **Show:**



or



- Have students say the number and write the number / show the number with bundling sticks.
- 4. Complete the worksheets.** Use the templates. Fill in with your own numbers before copying.