

### Learning objectives

- To read, write and order whole numbers to at least 1000.
- To know what each digit represents in terms of place value.

### Resources



'Hundreds, tens and ones' flipchart file; photocopiable page 89 'Hundreds, tens and ones'; writing materials.

### Links to other subjects

There are no specific links for this lesson.

# Hundreds, tens and ones

## Starter

Display the number grid on page 2 of the 'Hundreds, tens and ones' flipchart. One row and one column have been hidden. Ask the children to work out the missing numbers.

When they suggest a missing number, click on the relevant rectangle and delete the coloured block to reveal the number. Ask the children how they worked out the missing number. Did they count on or back in ones or in tens?

Extend the Starter, by clicking on the *Starter extension* button, to a hidden  $5 \times 5$  square of numbers, bridging tens numbers and 100, to encourage the children to count on in fives.

## Whole-class shared work

- Look at the number grid on page 2 or 3. Ask the children to generate facts they know about the grid. For example: as the numbers go down a column, the numbers increase by ten, so the tens number changes, but the ones (or units) number stays the same.
- Display the hundreds, tens and ones table on page 4. Write a tens number and a ones number in the appropriate columns and ask a volunteer to write a two-digit whole number (the integer) on the board and read it out.
- Say some two and three-digit numbers to the children and ask them to write down the hundreds, tens and ones numbers. Invite volunteers to write their answers on the whiteboard.

## Independent work





- Using a copy of photocopiable page 89 'Hundreds, tens and ones', ask the children to lightly colour in one hundreds, one tens and one ones (or units) number.
- They should then swap sheets with their partner, who must write out the hundreds, tens and one numbers, and the completed three-digit number in their book. Repeat a few times, ensuring that the children understand the place value of each of the digits.
- For less able learners, limit this activity to two-digit numbers. Show them how to cut out the cards and place them over each other to find the completed number.

## Plenary

- Discuss any numbers that the children found difficult to represent using place value cards (such as 406).
- Go to page 5 and open the *Place Value* Interactive Teaching Program. Press the bottom-right arrow until 400 appears in the window; then click on 400; a number card for 400 will appear on screen. Repeat this process with 6 in the third window. Discuss what needs to be pressed to reveal the tens number. (The middle window.)
- Once the number is displayed on screen, drag each part of the number apart to show 400 and 0 and 6. The arrow at the bottom of the place value numbers shows the number represented by red beads.
- Move to page 6, which offers an opportunity to hold a quick vote to assess the children's understanding of ordering numbers and place value. Discuss any misconceptions if there are any incorrect answers.

### Whiteboard tools

Double-click on an object with the Marquee select tool and select the Delete button to remove an object.

-  Pen tool
-  Marquee select tool
-  Delete button
-  Activote (optional)