

**(2) Interpret 3-digit numbers****Teaching Activities**

Discuss tasks 2-3, textbook p. 16. Write the answers to task 3.

Draw your student's attention to the number words "two hundred thirty-six" and have him read the words. Then ask him to read the number words on pages 14 and 15 of the textbook.

Point out that when we write how many hundreds we have, as in task 1.(b), we use the plural "hundreds". So, for 236, we have 2 hundreds, thirty tens, and 6 ones. But when we say the number, "two hundred thirty-six", we do not use the plural form.

Write "450" and "405" and have your student read the numbers. Write the number words. Point out that in 450, the 5 is the number of tens. We have 5 tens, or "fifty". So we read the number as "four hundred fifty". In 405, we have no tens, so we say and write "four hundred five".

Dictate some three digit numbers and have your student write the number and the number words. Include some number in the teens, e.g. 516.

**Reinforcement**

Write the following expressions and ask your student to fill in the answers:

$$\begin{array}{ll}
 300 + 20 + 1 = \underline{\quad\quad} & (321) \\
 500 + 4 = \underline{\quad\quad} & (504) \\
 800 + 30 = \underline{\quad\quad} & (830) \\
 100 + 15 = \underline{\quad\quad} & (115) \\
 1 + 40 + 300 = \underline{\quad\quad} & (341)
 \end{array}
 \qquad
 \begin{array}{ll}
 50 + 5 + 200 = \underline{\quad\quad} & (255) \\
 900 + \underline{\quad\quad} + 5 = 935 & (30) \\
 3 + 80 + \underline{\quad\quad} = 383 & (300) \\
 900 + \underline{\quad\quad} = 991 & (91) \\
 500 + 20 + 14 = \underline{\quad\quad} & (534)
 \end{array}$$

Draw the following chart.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Ask your student if she sees any pattern. She should focus on the place of each digit. The number in the ones place alternates. For example, in the first column the pattern for the ones is 1, 6, 1, 6, ... . Give her some three digit numbers, such as 345, 952, 169, or 243. Ask which column the number would belong in if the chart were extended.

**Textbook**

Tasks 2-3, p. 16

3. (a) 258  
(b) 470 (c) 809

**Workbook**

Exercise 5, pp. 17-21

- 175
  - 253
  - 240
  - 407
- |     |     |
|-----|-----|
| 611 | 309 |
| 293 | 390 |
| 90  | 6   |
| 500 | 60  |
- |     |        |
|-----|--------|
| 320 | 4. 109 |
| 440 | 207    |
| 541 | 320    |
| 792 | 411    |
| 404 | 515    |
| 514 | 1000   |
| 729 | 940    |
| 958 | 861    |
| 985 |        |
- eight hundred four
  - four hundred forty-one
  - three hundred thirteen
  - seven hundred ninety-nine
  - six hundred fifty-five
  - five hundred sixty
- two hundred fifty-three
  - eight hundred twenty-one
  - six hundred eighty
  - nine hundred nine
  - three hundred twelve