(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:

300 + 20 + 1 = _____	(321)	50 + 5 + 200 = _____	(255)
500 + 4 =_____	(504)	900 + _____ + 5 = 935	(30)
800 + 30 = _____	(830)	3 + 80 + _____ = 383	(300)
100 + 15 = _____	(115)	900 + _____ = 991	(91)
1 + 40 + 300 = _____	(341)	500 + 20 + 14 = _____	(534)

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

1. (a) 175
   (b) 253
   (c) 240
   (d) 407
2. 611   309
   293   390
   90   6
   500   60
3. 320   4. 109
   440   207
   541   320
   792   411
   404   515
   514   1000
   729   940
   958   861
   985
5. eight hundred four
   four hundred forty-one
   three hundred thirteen
   seven hundred ninety-nine
   six hundred fifty-five
   five hundred sixty
6. (a) two hundred fifty-three
   (b) eight hundred twenty-one
   (c) six hundred eighty
   (d) nine hundred nine
   (e) three hundred twelve

(3) Practice

Teaching Activities

Have your student do Practice A, textbook p. 38. Included here are some suggestions for helping your student with the first two word problems.

6. What do we need to find? What information are we given? Which are the parts and which is the whole? Draw a number bond. We need to add the number of buns she sold and the number she did not sell in order to find how many buns she had at first.
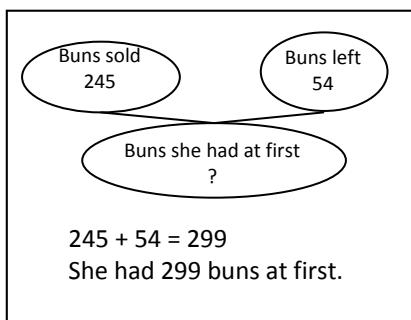
7. What do we need to find? What information are we given? Which one is more? How do we calculate how much more? We subtract.
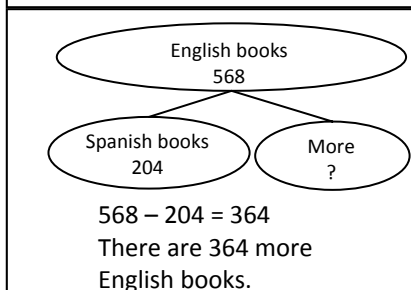
Reinforcement

The following games are meant to introduce addition and subtraction with renaming.

Material: Place-value charts for each player, 4 sets of number cards 1-9, place-value discs.

Game 1: Set a target number such as 500. Players take turns drawing a card. They place the same number of ones on their chart as the number on the card. They need to trade in 10 ones for a ten and 10 tens for a hundred when needed. The first student who reaches or exceeds the target number (at the end of a round) wins.

Game 2: Use starting number such as 555. Players should each place that number on their place-value chart using the discs. They take turns drawing a card. They remove the same number of ones from their place-value chart as the number on the card, trading a hundred for 10 tens and a ten for 10 ones when needed. The first player for which who does not have enough ones to remove (the number drawn is higher than the number of ones left on the chart) wins.

Mental Math 12

Extra Practice 2, Unit 2, Exercise 3, pp. 29-32
Tests 2A, Unit 2, 3A and 3B, pp. 43-46

Number bond diagrams:

Buns sold 245 — Buns left 54

Buns she had at first ?

245 + 54 = 299
She had 299 buns at first.

English books 568

Spanish books 204 — More ?

568 – 204 = 364
There are 364 more English books.

Textbook

Practice A, p. 38

1. (a) 359   (b) 168   (c) 599
2. (a) 862   (b) 622   (c) 441
3. (a) 193   (b) 567   (c) 597
4. (a) 528   (b) 294   (c) 224
5. (a) 488   (b) 502   (c) 607
6. 245 + 54 = 299
   She had **299** buns at first.
7. 568 – 204 = 364
   There are **364** more Spanish books than English books.
8. 439 – 326 = 113
   She had **113** eggs left.
9. 768 – 532 = 236
   236 were children.
10. (a) 104 + 125 = 229
    229 children took part.
    (b) 125 – 104 = **21**
    There were **21** more girls than boys.

Mental Math 16	**Mental Math 17**
$4 + 7 - 2 + 1 =$ _____	$23 + 10 - 1 + 4 =$ _____
$8 - 4 + 2 + 9 =$ _____	$48 - 4 + 2 - 9 =$ _____
$9 + 8 - 6 - 2 =$ _____	$69 + 8 - 6 - 20 =$ _____
$9 - 4 - 5 + 9 =$ _____	$92 - 4 - 50 + 9 =$ _____
$8 + 7 + 2 - 9 - 2 =$ _____	$8 + 27 + 2 - 9 - 20 =$ _____
$2 + 2 + 2 + 2 - 8 =$ _____	$20 + 20 + 22 + 2 - 8 =$ _____
$1 + 7 + 5 - 4 + 3 =$ _____	$11 + 7 + 50 - 40 + 3 =$ _____
$3 + 3 + 3 - 6 + 3 =$ _____	$30 + 30 + 30 - 6 - 3 =$ _____
$9 - 7 + 3 - 1 + 8 - 5 =$ _____	$95 - 7 + 30 - 10 + 8 - 5 =$ _____
$6 + 8 - 2 + 4 - 7 + 3 =$ _____	$6 + 48 - 2 + 40 - 7 + 30 =$ _____
$2 + 2 + 2 + 2 + 2 + 2 =$ _____	$72 + 20 - 30 + 4 + 2 + 2 =$ _____
$3 + 3 + 3 + 3 + 3 + 3 =$ _____	$30 + 3 + 3 + 3 + 3 + 3 =$ _____
$4 + 4 + 4 + 4 + 4 + 4 =$ _____	$14 + 9 - 2 + 20 - 30 - 7 + 4 =$ _____
$4 + 9 - 2 + 8 - 3 - 7 + 4 =$ _____	$10 + 20 + 30 + 40 - 50 - 8 - 7 =$ ____
$1 + 2 + 3 + 4 + 5 - 8 - 7 =$ _____	$450 + 30 - 80 + 2 =$ _____
$40 + 70 - 20 + 10 =$ _____	$700 - 2 - 5 - 8 + 10 =$ _____
$80 + 90 - 40 + 20 =$ _____	$870 - 300 + 400 - 75 =$ _____
$90 - 20 + 80 - 60 =$ _____	$3 + 4 + 40 + 20 + 400 =$ _____
$90 - 40 - 50 + 80 =$ _____	$82 + 8 + 40 - 20 - 7 =$ _____
$80 + 70 + 20 - 80 - 20 =$ _____	$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 =$ ___