

Block 3: Make and Say 3-digit Numbers (3 sessions)

Session 3A

Complete Daily Review and Quick Teach 3A

Complete 3A – Fact Fluency

Teach Lesson 3A – Make and Say 3-digit Numbers

Lesson 3A – Make and Say 3-digit Numbers

Lesson Resources	
Teacher Resources	Resources per Student
Place value blocks (2 flats, 9 rods, 9 cubes) Workbook – 3A Visualiser Mini whiteboard	Place value blocks (2 flats, 9 rods, 9 cubes) Workbook – 3A

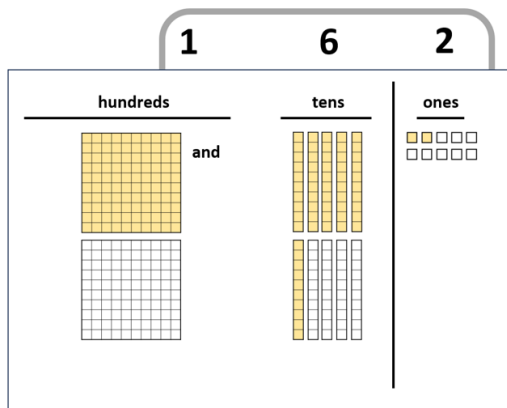
Section A – Introduction to Place Value Blocks

Teacher Resources - Section A	Resources per Student - Section A
Place value blocks (2 flats, 9 rods, 9 cubes)	(None)

Step	Instruction
1.	Today we are learning to make and say 3-digit numbers. What are we learning to make and say? ~ 3-digit numbers We will use place value blocks to help us make 3-digit numbers.
2.	(Hold up a cube) This is a one . What is it? ~ That's right. This is a one. It is worth 1 . What is it worth? ~
3.	(Hold up a rod) This is a ten . What is it? ~ That's right. This is a ten. It is worth 10 . What is it worth? ~
4.	(Hold up a flat) This is a hundred . What is it? ~ That's right. This is a hundred. It is worth 100 . What is it worth? ~
5.	We can use ones (Hold up a cube), tens (Hold up a rod), and hundreds (Hold up a flat) to make 3-digit numbers.
6.	I'm going to hold up a place value block. I want you to say "one", "ten", or "hundred" for each when I signal.
7.	(Hold up a cube) ~ 1 (Hold up a rod) ~ 10 (Hold up a flat) ~ 100
8.	(Repeat Step 7 by holding up place value blocks in random order, until confident.)

Section B – Making 3-digit numbers

Teacher Resources - Section B	Resources per Student - Section B
Place value blocks (2 flats, 9 rods, 9 cubes) Workbook – 3A Visualiser Mini whiteboard	(None)



Step Instruction

- (Note: The graphic above demonstrates how to set the place value chart up for this lesson. A mini whiteboard is placed under the chart, allowing you to write numbers above.)
- (Note: The “and” must be included whenever a 3-digit number is said aloud. For example, 162 is “one hundred **and** sixty-two”.)
- (Place **Workbook – 3A** under visualiser, open to both pages)
(Place mini whiteboard under workbook, with the top section visible as per the graphic above.)
- 3-digit numbers have **three** parts. How many parts?~
3-digit numbers have **hundreds, tens and ones**. What do 3-digit numbers have?~
(Repeat until confident)
- (Point to chart) This is called a **place value chart**. What is it called?~
We can use this place value chart to make 3-digit numbers.
- (Point to “ones”) This says **ones**. What does it say?~
(Hold up a cube) We put ones in the ones part.
(Point to “tens”) This says **tens**. What does it say?~
(Hold up a rod) We put tens in the ten part.
(Point to “hundreds”) This says **hundreds**. What does it say?~
(Hold up a flat) We put hundreds in the hundreds part.
- Remember, 3-digit numbers have three parts. How many parts?~ **3**
(Point to each section of the chart as you say) This place value chart has three parts.
Listening.
3-digit numbers have (Point to each heading as you say) hundreds, tens, and ones.
Your turn. Say with me as I point.
(Point to each heading as all say) **hundreds, tens, and ones**.
- (Write **1 6 2** on the mini whiteboard above their respective sections of the place value chart)
This is a 3-digit number. It has three parts.
(Point to 1) This number has **1** hundred. How many hundreds?~
(Point to 6) This number has **6** tens. How many tens?~
(Point to 2) This number has **2** ones. How many ones?~
I’m going to make this 3-digit number.

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9. The first part tells us how many hundreds.
(Point to 1) How many hundreds? ~ **1**
(Place 1 hundred on chart)
The next part tells us how many tens.
(Point to 6) How many tens? ~ **6**
(Place 6 tens on chart)
The last part tells us how many ones.
(Point to 2) How many ones? ~ **2**
(Place 2 ones on chart)
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10. I'm going to read this number, but there's something on the chart I want to show you first.
(Point to "and") What does this say? ~ **and**
That's right. This says "and".
This reminds us to say "and" when we read 3-digit numbers.
-
11. Watching and listening.
(Point to hundreds on chart) One hundred,
(Point to "and") and,
(Point to tens) sixty,
(Point to ones) two.
(Sweep finger across chart and say) 162
-
12. Your turn. Read the parts with me.
(Point to hundreds on chart) **One hundred**,
(Point to "and") **and**,
(Point to tens) **sixty**,
(Point to ones) **two**.
Say the number. (Sweep finger across chart as all say) **162**
-
13. I'm going to read the number on top.
Remember, we say "**and**" after the hundreds. What do we say after the hundreds? ~
My turn. Watching and listening.
(Point to 1 on whiteboard) One hundred
(Lift finger) and,
(Point to 6) sixty,
(Point to 2) two.
(Sweep finger across chart and say) 162
-
14. Your turn. Read the parts with me.
(Point to 1 on whiteboard) **One hundred**,
(Point to "and" on chart) **and**,
(Point to 6) **sixty**,
(Point to 2) **two**.
Say the number. (Sweep finger across as all say) **162**
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15. (Clear chart and whiteboard)
I'm going to make another 3-digit number.
(Write **2 3 5** on the mini whiteboard)
This is a 3-digit number. It has three parts.
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16. (Point to 2) How many hundreds? ~ **2**
(Place 2 hundreds on chart)
The next part tells us how many tens.
(Point to 3) How many tens? ~ **3**
(Place 3 tens on chart)
The last part tells us how many ones.
(Point to 5) How many ones? ~ **5**
(Place 5 ones on chart)
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17. **Watching and listening.**
(Point to hundreds on chart) **Two hundred**,
(Point to “and”) **and**,
(Point to tens) **thirty**,
(Point to ones) **five**.
(Sweep finger across chart and say) **235**
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18. **Your turn. Read the parts with me.**
(Point to hundreds on chart) **Two hundred**,
(Point to “and”) **and**,
(Point to tens) **thirty**,
(Point to ones) **five**.
Say the number. (Sweep finger across chart as all say) **235**
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19. **I’m going to read the number on top.**
Remember, we say “and” after the hundreds. What do we say after the hundreds?~
My turn. Watching and listening.
(Point to 2 on whiteboard) **Two hundred**
(Lift finger) **and**,
(Point to 3) **thirty**,
(Point to 5) **five**.
(Sweep finger across chart and say) **235**
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20. **Your turn. Read the parts with me.**
(Point to 2 on whiteboard) **Two hundred**,
(Point to “and” on chart) **and**,
(Point to 3) **thirty**,
(Point to 5) **five**.
Say the number (Sweep finger across as all say) **235**
-
21. (Clear chart and whiteboard)
(Write **2 7 4** on the mini whiteboard)
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22. **The first part tells us how many hundreds.**
(Point to 2) **How many hundreds?~ 2**
(Place 2 hundred on chart)
The next part tells us how many tens.
(Point to 7) **How many tens?~ 7**
(Place 7 tens on chart)
The last part tells us how many ones.
(Point to 4) **How many ones?~ 4**
(Place 4 ones on chart)
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23. **Your turn. Read the parts with me.**
(Point to hundreds on chart) **Two hundred**,
(Point to “and”) **and**,
(Point to tens) **seventy**,
(Point to ones) **four**.
Say the number. (Sweep finger across chart as all say) **274**
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24. **Remember, we say “and” after the hundreds. What do we say after the hundreds?~**
Your turn. Read the parts with me.
(Point to 2 on whiteboard) **Two hundred**,
(Point to “and” on chart) **and**,
(Point to 7) **seventy**,
(Point to 4) **four**.
Say the number (Sweep finger across as all say) **274**
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25.	(Clear chart and whiteboard) (Write 1 2 8 on the mini whiteboard) How many hundreds? ~ 1 (Place 1 hundred on chart) How many tens? ~ 2 (Place 2 tens on chart) How many ones? ~ 8 (Place 8 ones on chart)
26.	Read the parts with me, then say the number. (Point to each section of the chart as all slowly say) One hundred and twenty-eight. Say the number. (Sweep finger across chart as all say) 128
27.	Read the parts with me. (Point to each digit on the whiteboard as all slowly say) One hundred and twenty-eight. Say the number. (Sweep finger across as all say) 128
28.	(Clear chart and whiteboard) (Write 2 9 4 on the mini whiteboard) How many hundreds? ~ 2 (Place 2 hundreds on chart) How many tens? ~ 9 (Place 9 tens on chart) How many ones? ~ 4 (Place 4 ones on chart)
29.	Read the parts with me, then say the number. (Point to each section of the chart as all slowly say) Two hundred and ninety-four. Say the number. (Sweep finger across chart as all say) 294
30.	Read the parts with me. (Point to each digit on the whiteboard as all slowly say) Two hundred and ninety-four. Say the number. (Sweep finger across as all say) 294
31.	(Clear chart and whiteboard) (Write 1 7 7 on the mini whiteboard) How many hundreds? ~ 1 (Place 1 hundred on chart) How many tens? ~ 7 (Place 7 tens on chart) How many ones? ~ 7 (Place 7 ones on chart)
32.	Read the parts with me, then say the number. (Point to each section of the chart as all slowly say) One hundred and seventy-seven. Say the number. (Sweep finger across chart as all say) 177
33.	Read the parts with me. (Point to each digit on the whiteboard as all slowly say) One hundred and seventy-seven. Say the number. (Sweep finger across as all say) 177

Section C – Making and Saying 3-digit Numbers

Teacher Resources - Section C	Resources per Student - Section C
As above	Workbook – 3A Place value blocks (2 flats, 9 rods, 9 cubes)

Step	Instruction
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1.	(Note: For this section, it's best if students have their place value blocks organised in piles of hundreds, tens, and ones above their place value charts.)
2.	Open your workbook to 3A. Check that you have the same page as me. (Check) We're going to make 3-digit numbers.
3.	(Write 1 5 2 on the mini whiteboard) Let's read this number. Read the parts with me. (Point to 1 on whiteboard) One hundred, (Point to "and" on chart) and, (Point to 5) fifty, (Point to 2) two. Say the number. (Sweep finger across as all say) 152 That's right. This number is 152.
4.	Let's make 152. How many hundreds? ~ 1 (Place 1 hundred on chart) Put 1 hundred on your chart. (Check)
5.	How many tens? ~ 5 (Place 5 tens on chart) Put 5 tens on your chart. (Check)
6.	How many ones? ~ 2 (Place 2 ones on chart) Put 2 ones on your chart. (Check)
7.	Your turn. Point and read the parts on your workbook with me. (Students point to each section of their chart as all slowly say) One hundred and fifty-two. Say the number. (Sweep finger across chart as all say) 152
8.	Great job! You just made 152. 152 is a 3-digit number. It has three parts. Clear your chart and put your blocks back on top. (Check) (Clear chart)
9.	(Write 2 8 1 on the mini whiteboard) Let's read this number. Read the parts with me. (Point to 2 on whiteboard) Two hundred, (Point to "and" on chart) and, (Point to 8) eighty, (Point to 1) one. Say the number. (Sweep finger across as all say) 281 That's right. This number is 281.
10.	(Check) This time, you will make the number by yourself. How many hundreds? ~2 Put 2 hundreds on your chart. (Check) How many tens? ~8 Put 8 tens on your chart. (Check) How many ones? ~1 Put 1 one on your chart. (Check)
11.	(Check) Your turn to read the number by yourselves. Read the parts as I point. (Point to each section of the chart as students slowly say) Two hundred and eighty-one. Say the number. (Sweep finger across chart as students say) 281
12.	(Check) Great job! You just made 281. 281 is a 3-digit number. It has three parts. Clear your chart and put your blocks back on top. (Check) (Clear chart)

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13. (Write **1 2 6** on the mini whiteboard)
Read the parts with me.
(Point to each section of the chart as all slowly say) **One hundred and twenty-six.**
Say the number. (Sweep finger across chart as all say) **126**
-
14. **You're going to make 126. What number?~**
126. Put the hundreds on. (Check)
126. Put the tens on. (Check)
126. Put the ones on. (Check)
-
15. **Let's check that you made 126.**
How many hundreds?~ 1
How many tens?~ 2
How many ones?~ 6
-
16. (Check) Your turn to read the number by yourselves.
Read the parts as I point.
(Point to each section of the chart as students slowly say) One hundred and twenty-six.
Say the number. (Sweep finger across chart as students say) 126
-
17. **Well done! You just made 126 by yourself.**
Clear your chart and put your blocks back on top. (Check)
(Clear chart)
-
18. (Write **2 4 9** on the mini whiteboard)
Read the parts with me.
(Point to each section of the chart as all slowly say) **Two hundred and forty-nine.**
Say the number. (Sweep finger across chart as all say) **249**
-
19. **You're going to make 249. What number?~**
249. Put the hundreds on. (Check)
249. Put the tens on. (Check)
249. Put the ones on. (Check)
-
20. **Let's check that you made 249.**
How many hundreds?~ 2
How many tens?~ 4
How many ones?~ 9
-
21. **Your turn to read the number by yourselves.**
Read the parts as I point.
(Point to each section of the chart as students slowly say) **Two hundred and forty-nine.**
Say the number. (Sweep finger across chart as students say) **249**
-
22. (Check) Well done! You just made 249 by yourself.
Clear your chart and put your blocks back on top. (Check)
(Clear chart)
-
23. (Write **1 9 3** on the mini whiteboard)
Your turn to read the number by yourselves.
Read the parts as I point.
(Point to each section of the chart as students slowly say) **One hundred and ninety-three.**
Say the number. (Sweep finger across chart as students say) **193**
(Repeat until confident)
I'm going to choose someone.
(Pick a non-volunteer) **Say the number** (Pause), [Name]. **193**
(Pick a second non-volunteer and repeat)
-
24. **Make it now.** (Support)
Let's check that you made the number.
How many hundreds?~ 1
How many tens?~ 9
How many ones?~ 3
-

-
25. (Check) Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) One hundred and ninety-three.
Say the number. (Students sweep finger across chart as they say) 193
Great job! Clear your chart and put your blocks back on top. (Check)
-
26. (Write **2 6 6** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) **Two hundred and sixty-six.**
Say the number. (Sweep finger across chart as students say) **266**
(Repeat until confident)
I'm going to choose someone.
(Pick a non-volunteer) **Say the number**(Pause), [Name]. **266**
(Pick a second non-volunteer and repeat)
-
27. **Make it now.** (Support)
Let's check that you made the number.
How many hundreds?~ 2
How many tens?~ 6
How many ones?~ 6
-
28. (Check) Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) Two hundred and sixty-six.
Say the number. (Students sweep finger across chart as they say) 266
Great job! Clear your chart and put your blocks back on top. (Check)
-
29. (Write **1 8 5** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) **One hundred and eighty-five.**
Say the number. (Sweep finger across chart as students say) **185**
(Repeat until confident)
I'm going to choose someone.
(Pick a non-volunteer) **Say the number**(Pause), [Name]. **185**
(Pick a second non-volunteer and repeat)
-
30. (Check) Make it now. (Support)
Let's check that you made the number.
How many hundreds?~1
How many tens?~8
How many ones?~5
-
31. **Point and read the parts on your workbook.**
(Students point to each section of the chart as they slowly say) **One hundred and eighty-five.**
Say the number. (Students sweep finger across chart as they say) **185**
Great job! Clear your chart and put your blocks back on top. (Check)
-
32. (Check) (Write 1 3 7 on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) One hundred and thirty-seven.
Say the number. (Sweep finger across chart as students say) 137
-
33. **Make it now.** (Support)
Let's check that you made the number.
How many hundreds?~ 1
How many tens?~ 3
How many ones?~ 7
-
34. (Check) Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) One hundred and thirty-seven.
Say the number. (Students sweep finger across chart as they say) 137
Great job! Clear your chart and put your blocks back on top. (Check)
-

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35. (Write **2 5 1** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) **Two hundred and fifty-one.**
Say the number. (Sweep finger across chart as students say) **251**
-
36. (Check) Make it now. (Support)
Let's check that you made the number.
How many hundreds? ~2
How many tens? ~5
How many ones? ~1
-
37. Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) **Two hundred and fifty-one.**
Say the number. (Students sweep finger across chart as they say) **251**
Great job! Clear your chart and put your blocks back on top. (Check)
-
38. (Check) (Write **2 8 4** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) Two hundred and eighty-four.
Say the number. (Sweep finger across chart as students say) 284
-
39. Make it now. (Support)
Let's check that you made the number.
How many hundreds? ~ **2**
How many tens? ~ **8**
How many ones? ~ **4**
-
40. (Check) Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) Two hundred and eighty-four.
Say the number. (Students sweep finger across chart as they say) 284
Great job! Clear your chart and put your blocks back on top. (Check)
-
41. (Write **1 7 2** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) **One hundred and seventy-two.**
Say the number. (Sweep finger across chart as students say) **172**
-
42. (Check) Make it now. (Support)
Let's check that you made the number.
How many hundreds? ~1
How many tens? ~7
How many ones? ~2
-
43. Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) **One hundred and seventy-two.**
Say the number. (Students sweep finger across chart as they say) **172**
Great job! Clear your chart and put your blocks back on top. (Check)
-
44. (Check) (Write **1 3 5** on the mini whiteboard)
Read the parts as I point.
(Point to each section of the chart as students slowly say) One hundred and thirty-five.
Say the number. (Sweep finger across chart as students say) 135
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45. Make it now. (Support)
Let's check that you made the number.
How many hundreds? ~ **1**
How many tens? ~ **3**
How many ones? ~ **5**
-
46. Point and read the parts on your workbook.
(Students point to each section of the chart as they slowly say) **One hundred and thirty-five.**
Say the number. (Students sweep finger across chart as they say) **135**
Great job! Clear your chart and put your blocks back on top. (Check)
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Section D – Lesson Closure

Step	Instruction
1.	Well done! You said and made some big 3-digit numbers today. We will do lots of maths with 3-digit numbers this year. In our next lesson, you will learn how to write these numbers.

This concludes your maths session for today.

Session 3B

Complete Daily Review and Quick Teach 3B
Teach MGPS Lesson 3B – 2D Shapes Part 1 (Making 2D Shapes)

MGPS Lesson 3B – 2D Shapes Part 1 (Making 2D Shapes)

Learning Objective

Students will **identify** 2D shapes based on their **properties**, and **combine** or **split** multiple 2D shapes to form new ones.

Activate Prior Knowledge

We see shapes in our everyday lives. We know shapes have different **properties**. What are some **properties** that help us **identify** shapes?

Explain the Concept

Draw a **triangle** on the board.

State: The **triangle** is a type of shape known as a **polygon**. **Polygons** are **closed shapes** where all the **sides** are **straight**. Use a flipped response to CFU such as: A **closed shape** where all the **sides** are **straight** is called a? **Polygon**. A **polygon** is a **closed shape** where? All the **sides** are **straight**.

Draw a **quadrilateral** on the board. State: This is a **polygon**. It has 4 **straight sides**, and no **curves**.

Draw a **semicircle**: State: This is not a **polygon**. It has a **curved side**.

Draw an **irregular polygon** with many **straight sides** that zig-zag.

State: This is still a **polygon**. It is a **closed shape** and all the **sides** are **straight**.

State: The number of **straight sides** and **corners** lets us **identify** a **polygon**.

Draw different examples of **polygons**, and count the number of **straight sides** out loud with students.

Model responses such as: This **polygon** has 6 **straight sides**. This is a **hexagon**.

Include examples of **triangles**, **quadrilaterals**, **pentagons**, **hexagons** and **octagons**.

Present students with a **rectangle** and a **triangle**.

State: **2D shapes** can be **combined** to create new shapes by lining them up along a side.

Model combining them and then tracing around the **composite** outline.

State: The **triangle** and **rectangle** made a new shape with 5 **straight sides**. They made a **pentagon**.

Model using the same **triangle** and **rectangle** to create a different version of the shape.

Repeat this process with 2 different **polygons**.

Draw a **pentagon** on the board. State: A **polygon** can also be **split** into smaller **polygons** using a **straight line**.

Draw a **straight line** through the **pentagon**. Colour each section in a different colour.

Model re-drawing the new split shapes next to the **pentagon** and state: The **pentagon** was split into 2 **quadrilaterals**. Each one has 4 **straight sides**.

Repeat this process using a cut-out of a **pentagon**, and model physically **splitting** the shape.

I Do, We Do, You Do

I Do: Present pictures of **compound shapes** made of 2 **polygons** (shown with the use of dotted internal lines, or different colours). Identify the **polygons** that make up the shape with a full sentence response such as: This **octagon** was formed by **combining two quadrilaterals**.

We Do: Repeat a similar process with students, having them identifying the **composite polygon** followed by the two **polygons** that form it. Encourage full sentence responses.

WD/You Do: Provide students with 2D shapes. Students **combine** and trace around them to create a **compound** shape, and record what shapes they used and the result. Next, provide students with cut-outs of **polygons**. They split them through cutting and record the shapes made from the original.

This concludes your maths session for today.

Session 3C

Complete Daily Review and Quick Teach 3C

Complete 3C – Fact Fluency

Teach Lesson 3C – Make and Say 3-digit Numbers (Consolidation)

Complete MSSP Review 3M

Lesson 3C – Make and Say 3-digit Numbers (Consolidation)

Explicit Teaching

Review making and saying 3-digit numbers. Refer to Section A of Lesson 3A for guidance. From Step 15, begin using the numbers listed to the right.

Independent Practice

Students to make the numbers 145, 166, 195, 266, 283, 177, 298, 233 in their workbook using the place value chart from Lesson 3A. Refer to Section B of Lesson 3A and the accompanying Teaching Template for guidance.

A reminder to complete MSSP Review 3M after the above lesson.

This concludes your maths session for today.