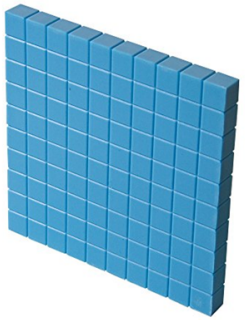
To be able to count in hundreds

Starter:



Which one doesn't belong?

Why?

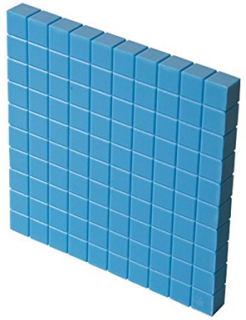
Answer. Prove. Explain.

Success Criteria

- ❑ I understand what 100 is and can explain its value using tens and ones
- ❑ I can represent 100 using different maths equipment (base ten, bead strings, straws etc)
- ❑ I can count objects and numbers in multiples of 100

To be able to count in hundreds

Starter:



Which one doesn't belong?

Why?

Answer. Prove. Explain.

The five pound note doesn't belong, because the Dienes block, the emoji and the number bead string are each worth 100, but the bank note is worth five.

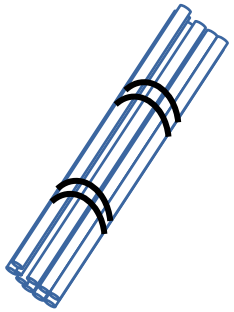
Success Criteria

- ❑ I understand what 100 is and can explain its value using tens and ones
- ❑ I can represent 100 using different maths equipment (base ten, bead strings, straws etc)
- ❑ I can count objects and numbers in multiples of 100

To be able to count in hundreds

Talking time:

How many ones and tens make a hundred?
Use the resources you have to explore this

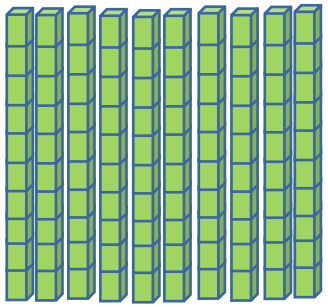


There are _____ tens in one hundred
There are _____ ones in one hundred

To be able to count in hundreds

Talking time:

How many tens make a hundred?
Use the resources you have to show and explain how many tens make 100.



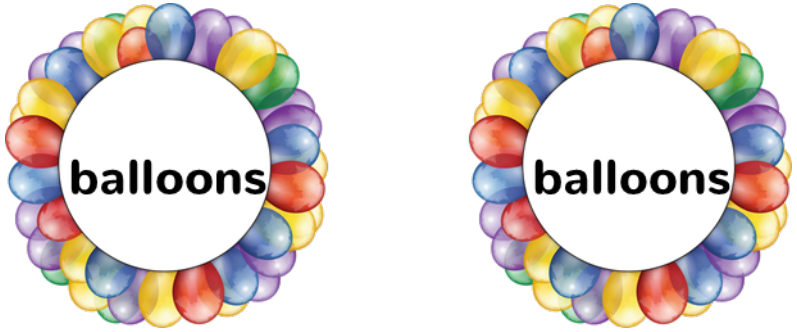
There are 10 tens in one hundred

There are 100 ones in one hundred

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:



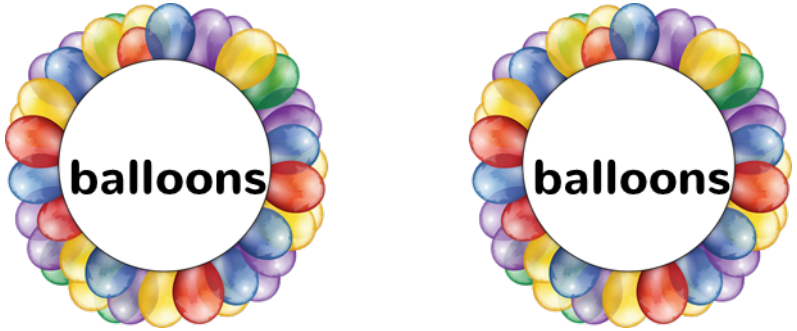
How many balloons are there in total?

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:



How many balloons are there in total?

There are 200 balloons, because there are two packs with 100 balloons in each pack. I counted up in hundreds two times to get to two hundred.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:

How many balloons are there in total?

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:

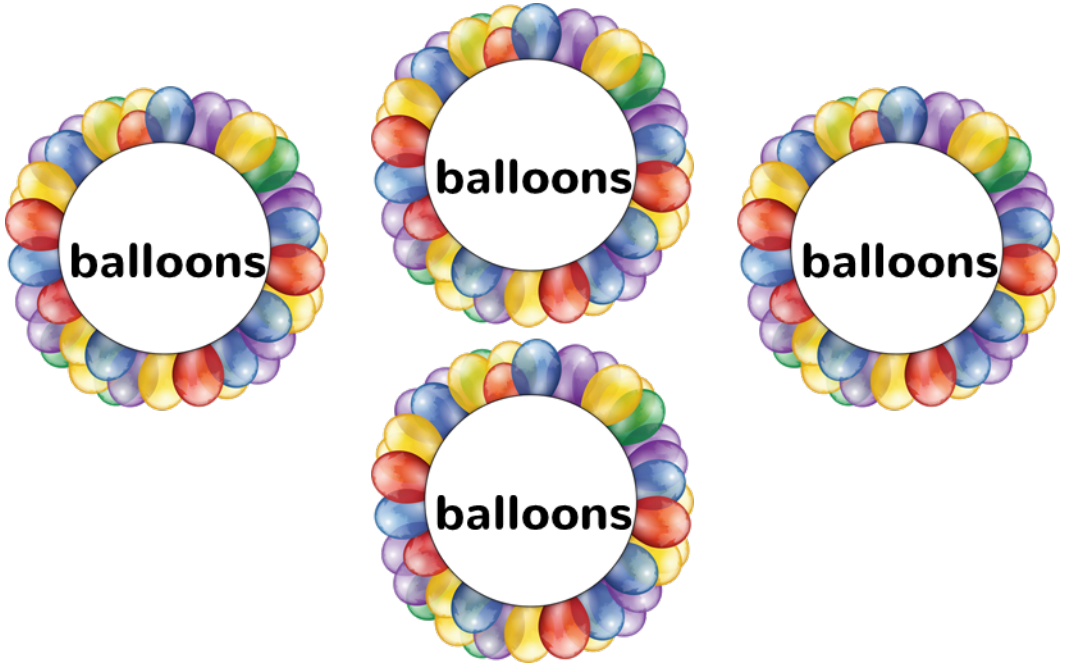
How many balloons are there in total?

There are 300 balloons, because there are three packs with 100 balloons in each pack. I counted up in hundreds three times to get to three hundred.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:



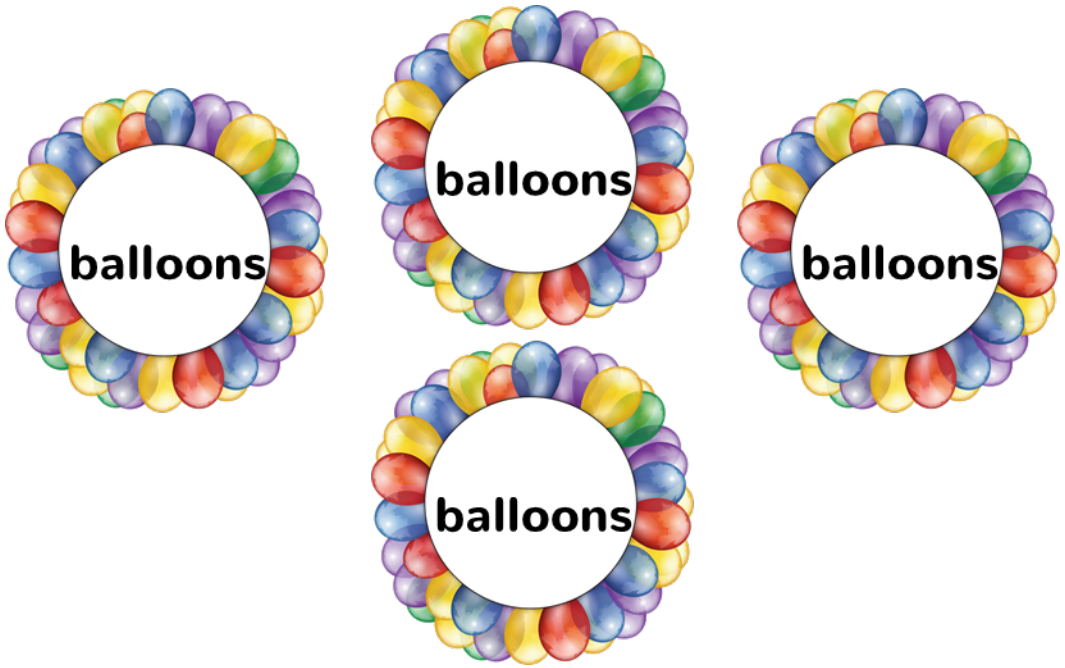
How many balloons are there in total?

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:



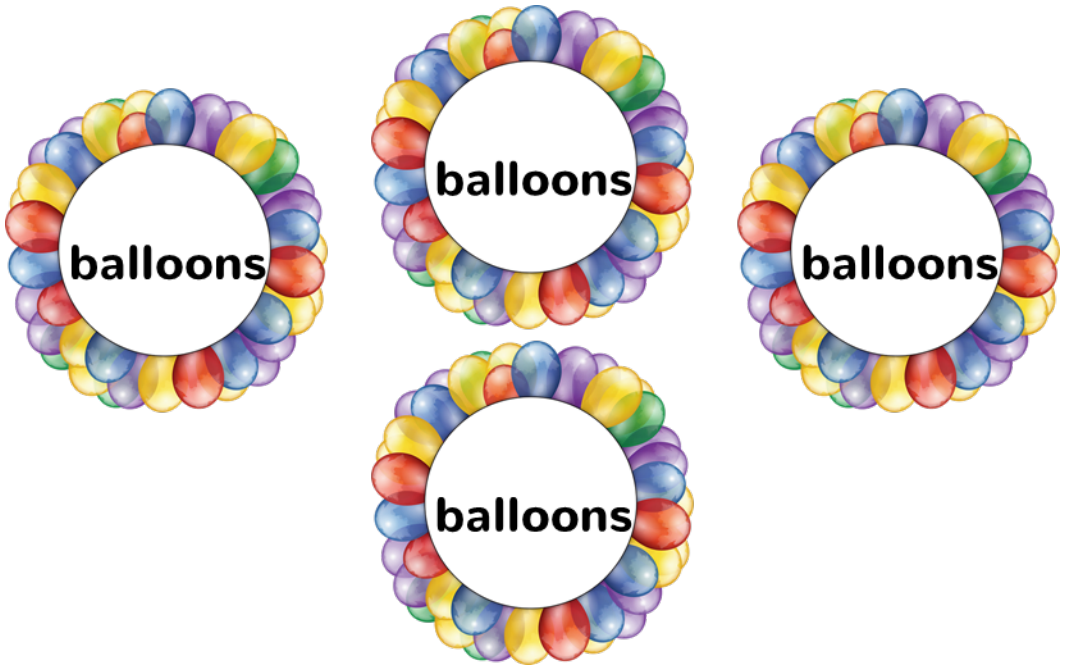
How many balloons are there in total?

There are 400 balloons, because there are four packs with 100 balloons in each pack. I counted up in hundreds three times to get to three hundred.

To be able to count in hundreds

Talking time:

There are **100 balloons** in each pack below:



How many balloons are there in total?

There are 400 balloons, because there are four packs with 100 balloons in each pack. I counted up in hundreds three times to get to three hundred.

To be able to count in hundreds

Activity 1:

There are **100 balloons** in each pack below:
How many balloons are there in total?

a)

b)

c)

To be able to count in hundreds

Activity 1:

There are **100 balloons** in each pack below:

How many balloons are there in total?

a) 

300 balloons

b) 

500 balloons

c) 

250 balloons

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

100	200		400	

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

100	200	300	400	500

The gaps must be filled with 300 and 500, because there is a difference of 100 between 100 and 200. 300 is 100 more than 200 and 500 is 100 more than 400.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

	200		400	500

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

100	200	300	400	500

The gaps must be filled with 100 and 300, because there is a jump of 100 between 400 and 500. 300 is 100 less than 400 and 100 is 100 less than 200.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

400		600		800

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

400	500	600	700	800

The gaps must be filled with 500 and 700, because there is a gap of 200 between 400 and 600. 700 is 100 less than 800 and more than 600; 500 is 100 more than 400 and 100 less than 600.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

		700		900

Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Which numbers go in the missing gaps?:

500	600	700	800	900

The gaps must be filled with 500, 600 and 800, because there is a gap of 200 between 700 and 900. 800 is 100 less than 900 and 100 more than 700; 600 is 100 less than 700, and 500 is 100 less than 600.

To be able to count in hundreds

Activity 2:

Fill in the gaps?:

a)

200		400		600

b)

300	400		600	

c)

		700		900

d)

	700			1000

e)

	500	600			900

f)

550		750			1050

To be able to count in hundreds

Activity 2:

Fill in the gaps?:

a)

200	300	400	500	600

b)

300	400	500	600	700

c)

500	600	700	800	900

d)

600	700	800	900	1000

e)

400	500	600	700	800	900

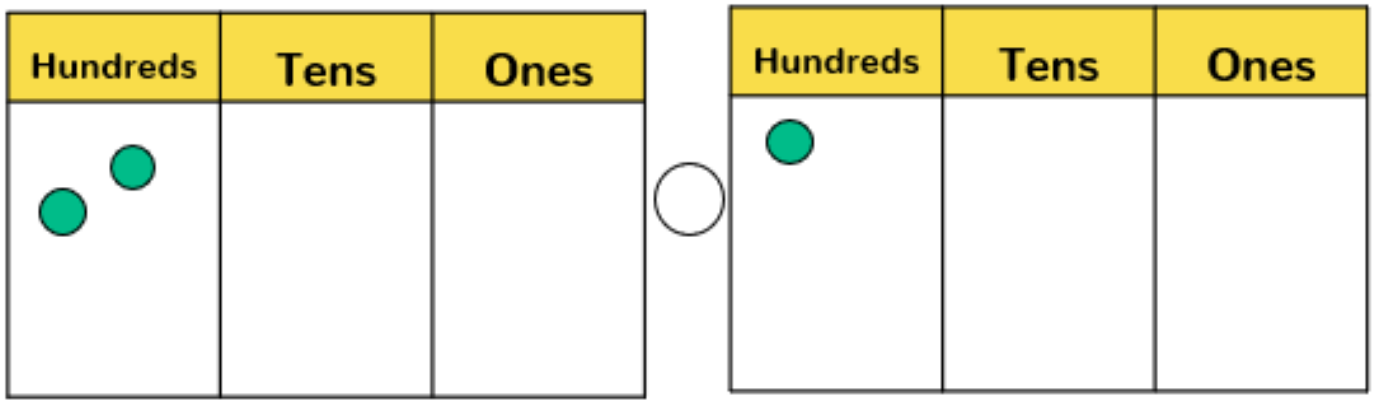
f)

550	650	750	850	950	1050

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

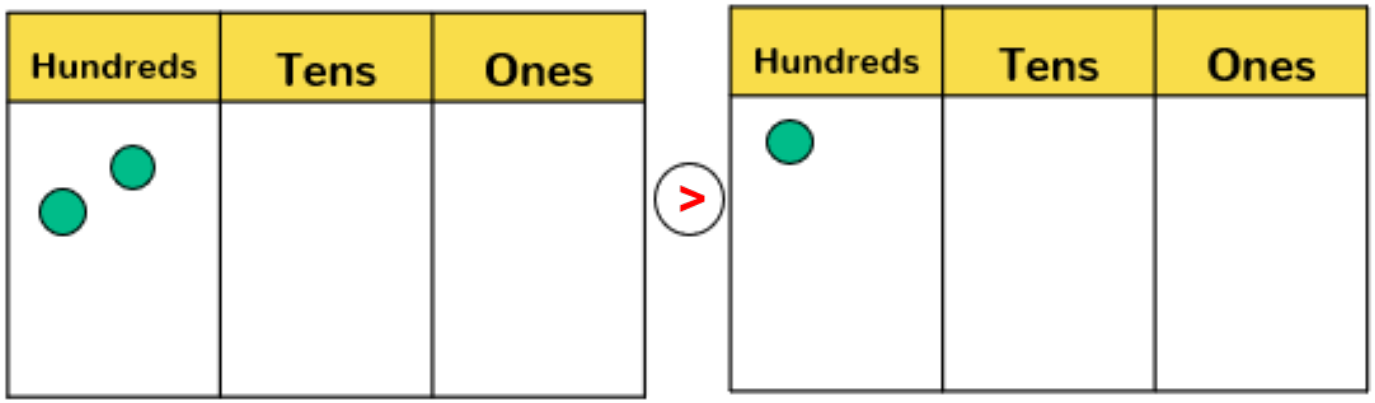


Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

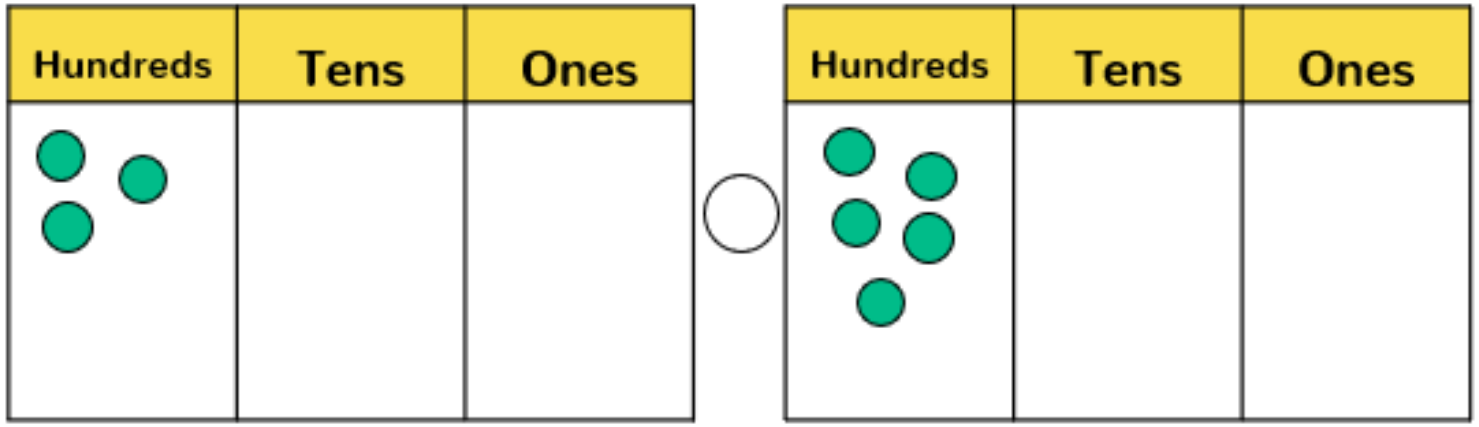


The place value grid on the left has a greater value, because 200 is more than 100. There are two counters in the hundreds column on the left, which is more than the three counters in the hundreds column on the right.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

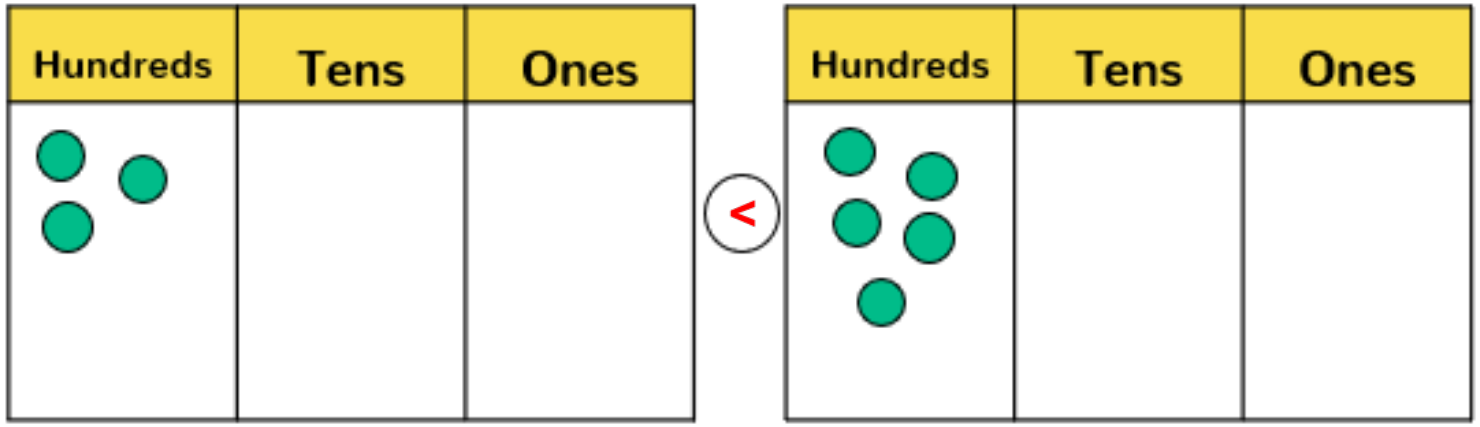


Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

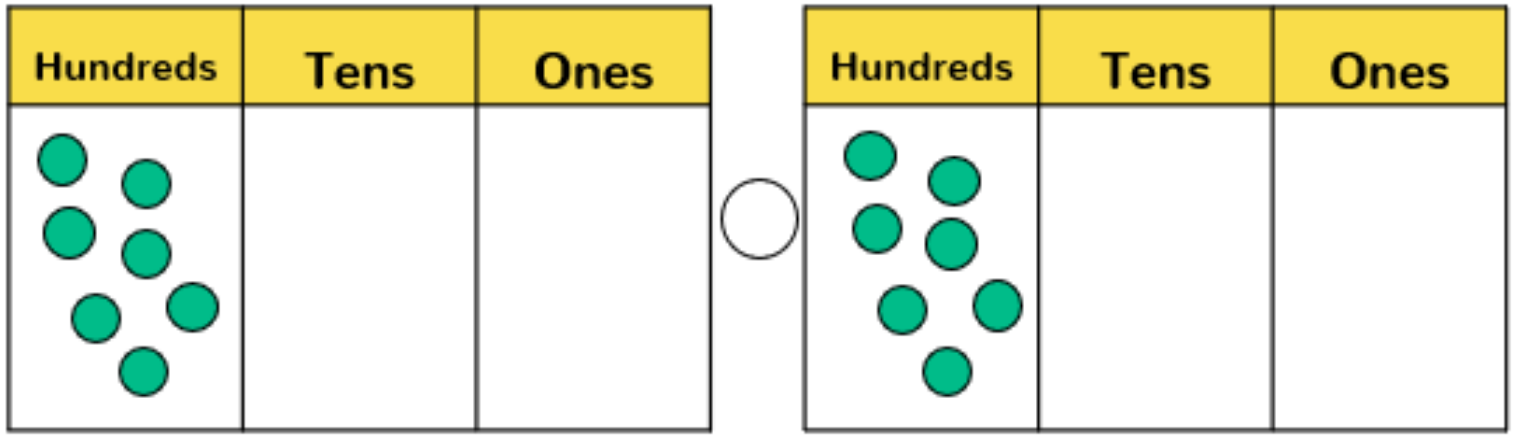


The place value grid on the right has a greater value, because 500 is more than 300. There are three counters in the hundreds column on the left, which is less than the five counters in the hundreds column on the right.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

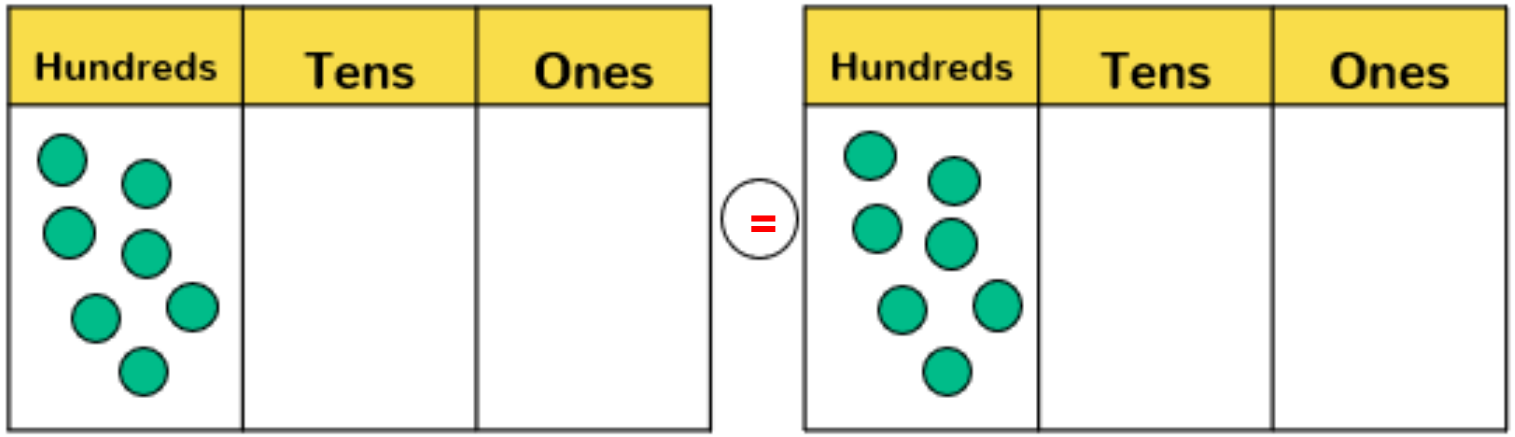


Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

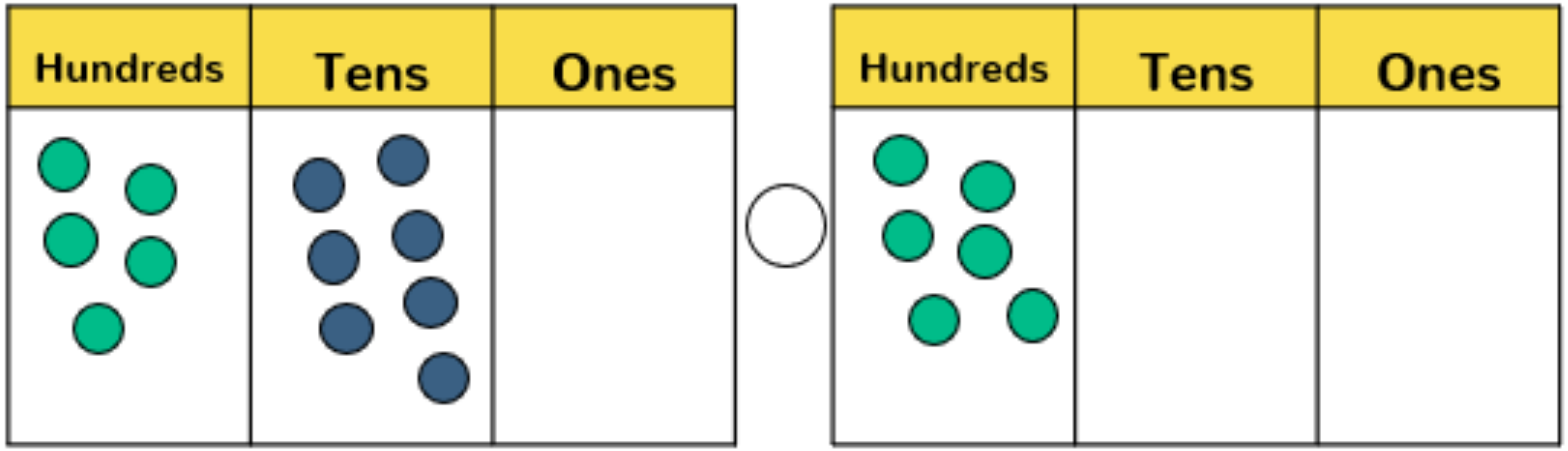


The place value grid on the right have an equal value, because 700 is the same as 700. There are seven counters in the hundreds column on the left, which is the same as the seven counters in the hundreds column on the right.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.

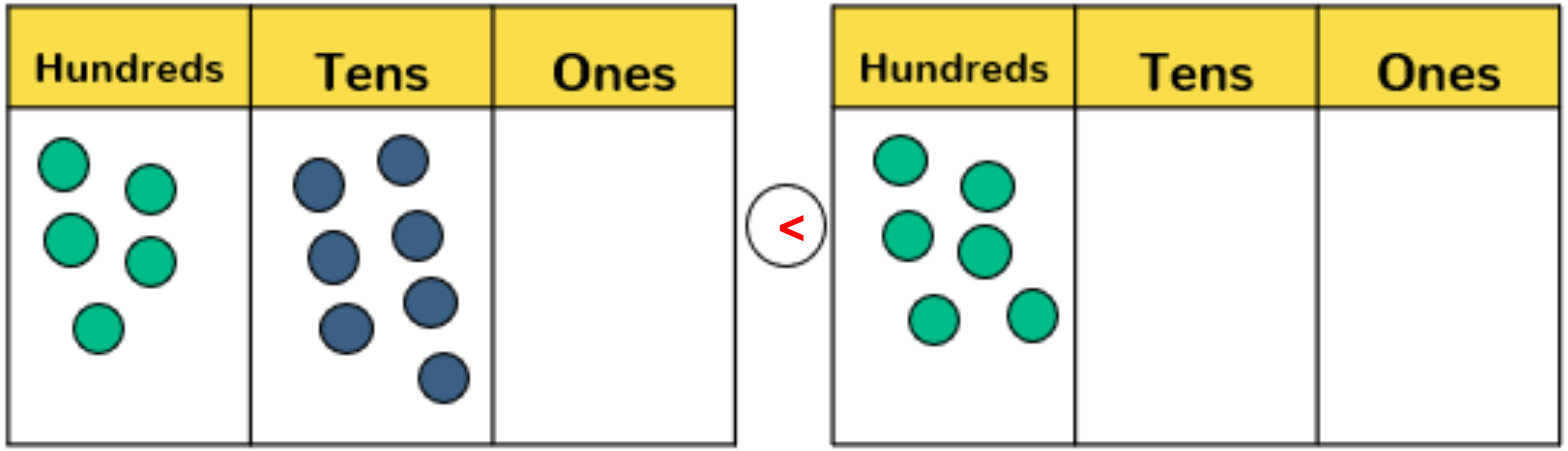


Answer. Prove. Explain.

To be able to count in hundreds

Talking time:

Use <, > or = to compare the place value grids.



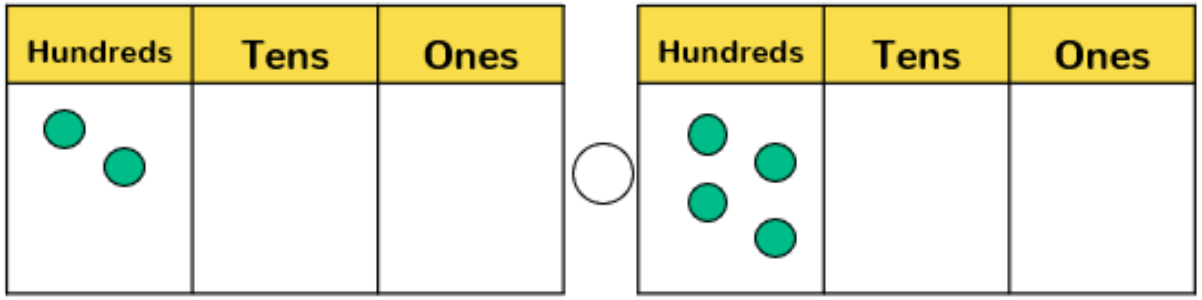
The place value grid on the right has a greater value. Although there are five counters in the hundreds column and seven counters in the tens column on the left, the grid on the right has a greater value, because 600 is more than 570.

To be able to count in hundreds

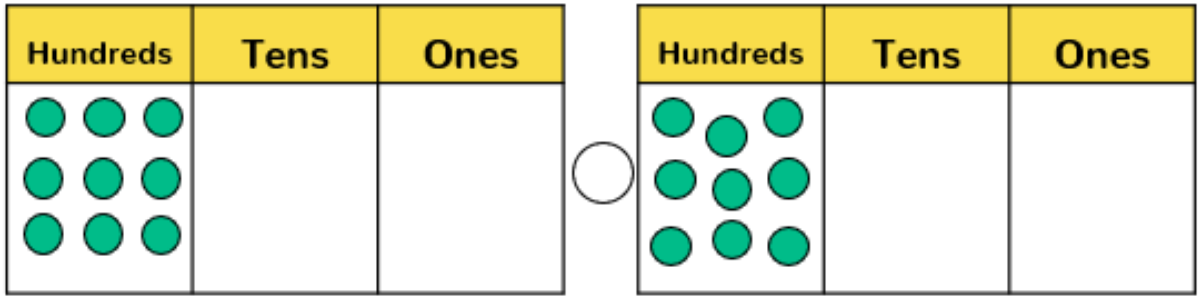
Activity 3:

Use <, > or = to compare the place value grids.

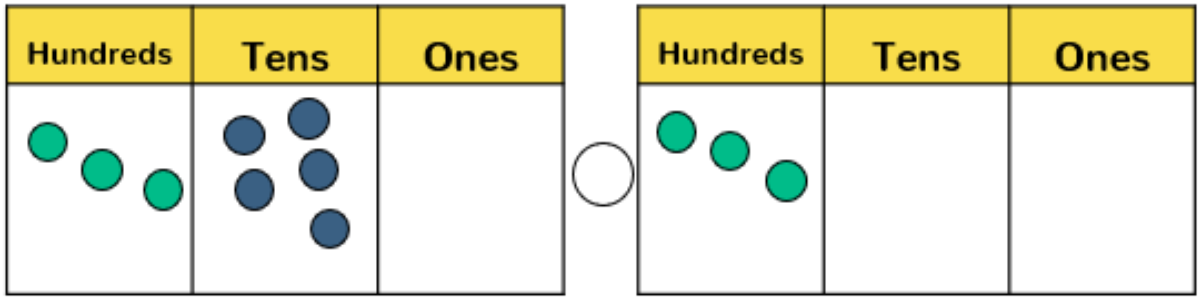
a)



b)



c)

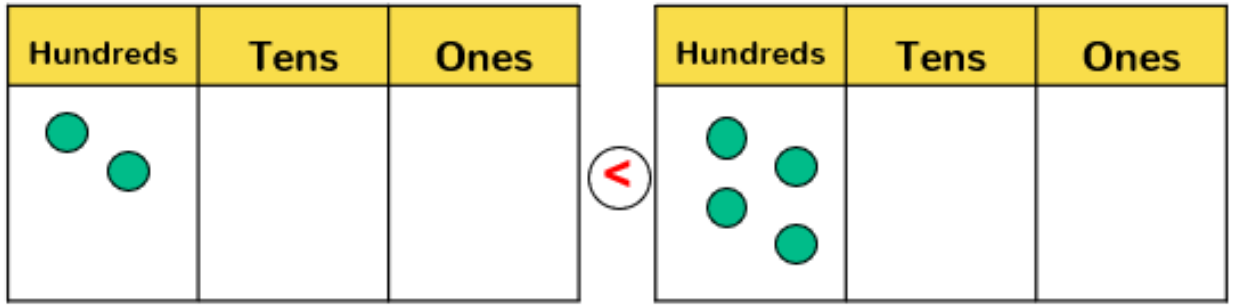


To be able to count in hundreds

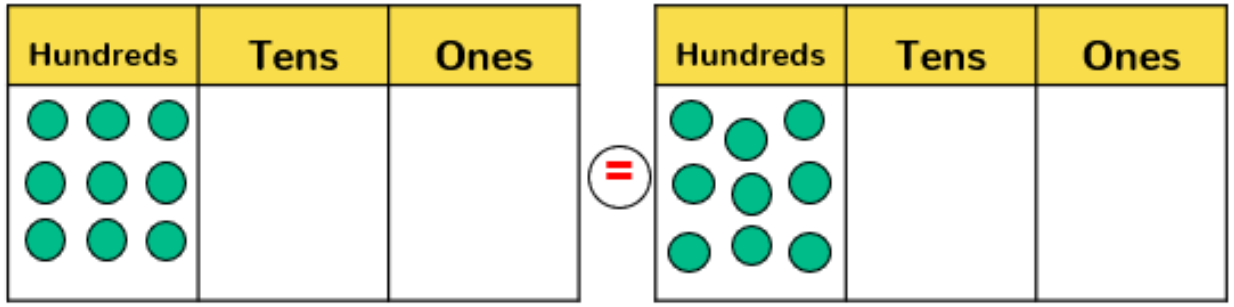
Activity 3:

Use <, > or = to compare the place value grids.

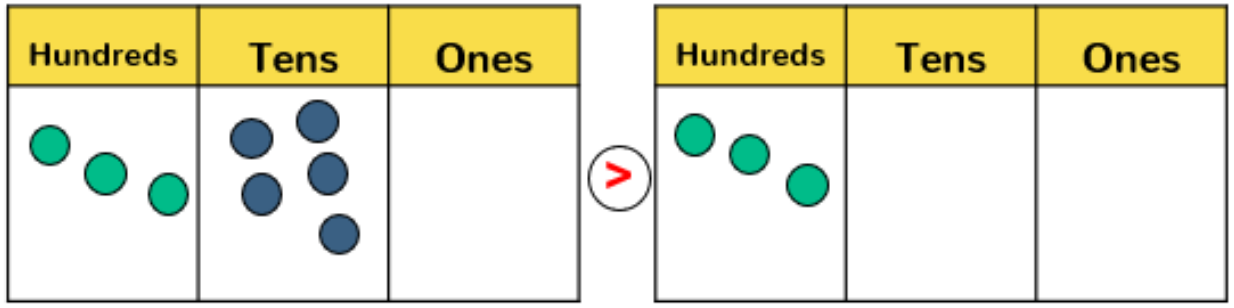
a)



b)



c)



To be able to count in hundreds

Activity 4:

a) Sam says, “If you count from zero in lots of hundreds, every number is odd.”

Is Sam correct?

Answer. Prove. Explain.

b) Figure out whether each statement is always true, sometimes true or never true:

- When counting in hundreds, the hundreds column changes;
- The ones column changes every time you count in hundreds;
- Numbers with values in the hundreds column have zero in the tens or ones column.

To be able to count in hundreds

Activity 4:

a) Sam says, “If you count from zero in lots of hundreds, every number is odd”

Sam is wrong. For example, 100, 200 and 300 are all even numbers as they have zero in the ones column.

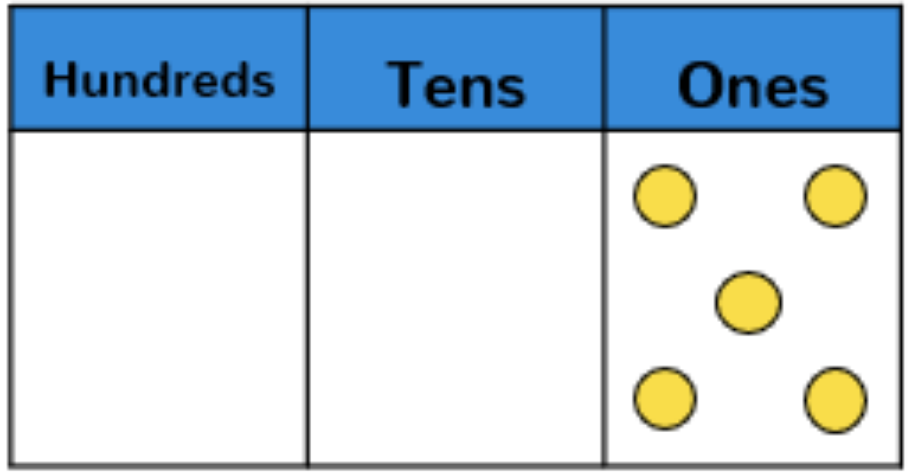
b) Figure out whether each statement is always true, sometimes true or never true:

- When counting in hundreds, the hundreds column changes;
(Always true – 100, 200, 300…)
- The ones column changes every time you count in hundreds;
(Never true – 101, 201, 301)
- Numbers with values in the hundreds column have zero in the tens or ones column.
(Sometimes true – 100, 200, 300 but 101, 220, 333)

To be able to count in hundreds

Evaluation:

Krishna says, "The place value grid shows five hundred."



Answer. Prove. Explain.

Success Criteria

- ❑ I understand what 100 is and can explain its value using tens and ones
- ❑ I can represent 100 using different maths equipment (base ten, bead strings, straws etc)
- ❑ I can count objects and numbers in multiples of 100

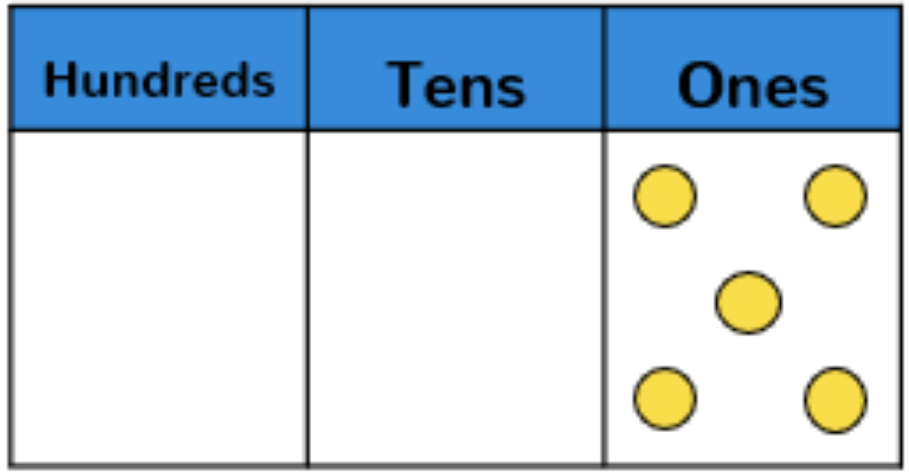
Extension

What is the smallest number you can make, making sure each place value column has at least one counter on it?

To be able to count in hundreds

Evaluation:

Krishna says, "The place value grid shows five hundred."



Krishna has confused place value columns, the place value counters are in the ones column, not the hundreds column, meaning the value is 5, not 500.

Success Criteria

- ❑ I understand what 100 is and can explain its value using tens and ones
- ❑ I can represent 100 using different maths equipment (base ten, bead strings, straws etc)
- ❑ I can count objects and numbers in multiples of 100

Extension

What is the smallest number you can make, making sure each place value column has at least one counter on it?

Answer: 113