

# Math:

- ❖ Have the child look at the place value chart in problem #1 on worksheet 3a. Ask, “What numeral is in the ones place?” (2) “What numeral is in the tens place?” (9) “How much does the nine represent?” (90) “How do you read the numeral?” (*ninety-two*)
- ❖ Ask the child, “What place value can be added to the left of the tens column?” (*the hundreds place*)
- ❖ Have the child look at the place value chart in problem #2 on worksheet 7a. Ask, “What numeral is in the ones place?” (7) “What numeral is in the tens place?” (4) “How much does the four represent?” (40) “What numeral is in the hundreds place?” (5) “How much does the five represent?” (500) “How do you read the numeral?” (*five hundred forty-seven*)
- ❖ Ask the child, “How many tens are equal to one hundred?” (*One hundred is equal to ten tens.*) “How many ones are equal to one ten?” (*One ten is equal to ten ones.*)
- ❖ Have the child use the place value chart as a guide and complete parts B-D as independently as possible.

Answers:

Part B: 3. 5    4. 3    5. 8    6. 1

Part C: 7. 6    8. 4    9. 2    10. 0

Part D: 11. 9    12. 0    13. 5    14. 2

- ❖ Worksheet 3a, part E: Have the child write each number in word form.

Answers:

15. *five hundred sixty-nine*

16. *three hundred forty*

17. *eight hundred twenty-five*

18. *one hundred two*

- ❖ Have the child use the place value board and base ten counting pieces to represent the numbers in part E. For example: 569 is represented by five hundreds squares, six ten rods, and nine units. (Patterns for base ten pieces can be found in the Appendix if the pieces were not purchased with your curriculum.)



- ❖ Remind the child that symbols can be drawn on a place value board to represent numbers. Use a large square to represent a hundred, a rectangle to represent a ten, and a small square to represent a one. Have the child complete worksheet 3a, part F.

Answers:

19. 451

Hundreds	Tens	Ones
□□ □□	□□□ □□	□

20. 386

Hundreds	Tens	Ones
□□ □	□□□□ □□□□	□□□ □□□

21. 625

Hundreds	Tens	Ones
□□ □□ □□	□□	□□□ □□

22. 820

Hundreds	Tens	Ones
□□ □□ □□ □□	□□	

23. 734

Hundreds	Tens	Ones
□□ □□ □□ □	□□□	□□ □□

24. 209

Hundreds	Tens	Ones
□□		□□□ □□□ □□□