③ Numbers with Three Digits

1. Look at the bundles of sticks and the loose sticks.

How much is 99 + 1?

	9	**tens**		9	**ones**	+ 1
	9	**tens**		10	**ones**	
	10	**tens**		0	**ones**	
1	**hundred**	0	**tens**	0	**ones**	

If you add 1 to 99, you get 100.

The number that comes after 99 is 100.

How many tens are there in 100? How many ones are there in 100?

100 = 10 tens.   100 = 100 ones.

The last number with two digits is 99. It means the biggest number with two digits is 99. There are 3 digits in 100. The first number with three digits is 100. It means 100 is the smallest number with three digits.
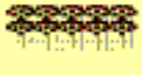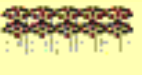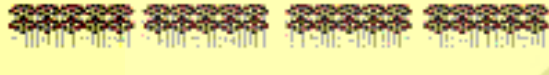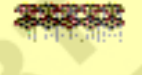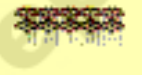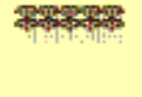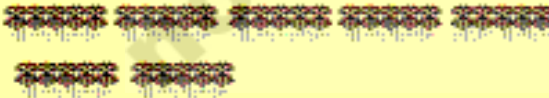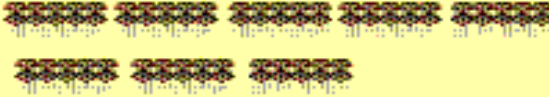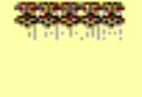
If you add 1 to the biggest number with two digits, you get the smallest number with three digits.

Get your pupils to count in bundles of sticks and the single stick. Introduce the number 100 to them.
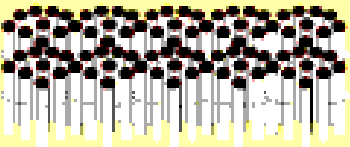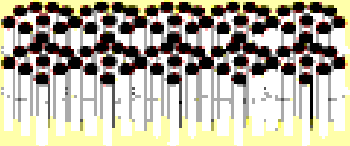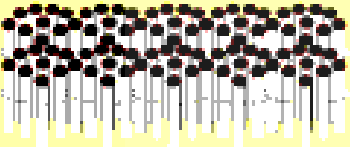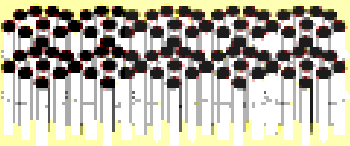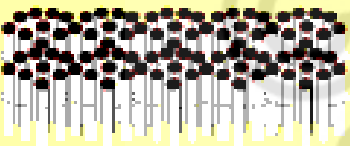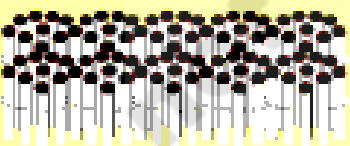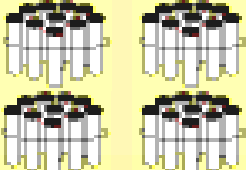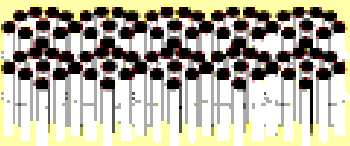
2. Count in hundreds. Write the correct number in blank boxes.

1 hundred + 1 hundred	100	+ 100	= 200
____ hundreds + ____ hundred	200	+ 100	= 300
____ hundreds + ____ hundred	300	+ ____	= 400
____ hundreds + ____ hundred	____	+ 100	= 500
____ hundreds + ____ hundred	____	+ ____	= 600
____ hundreds + ____ hundred	____	+ ____	= ____
____ hundreds + ____ hundred	700	+ 100	= ____
____ hundreds + ____ hundred	800	+ 100	= 900

Get your pupils to count in hundreds. Help them to understand writing of numbers 100, 200, ... 900.
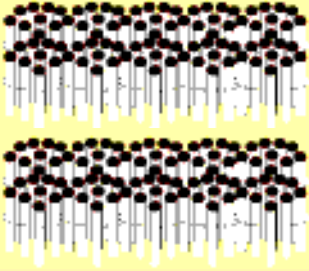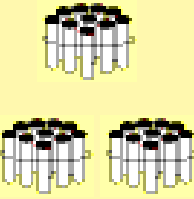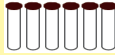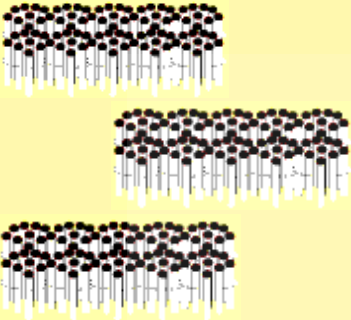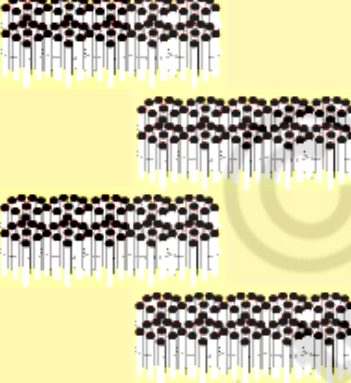
3. Look at the bundles of sticks and the loose sticks. Read the numbers.

1 hundred		1 ones	100 + 0 + 1 = 101
1 hundred		2 ones	100 + 0 + 2 = 102
1 hundred		9 ones	100 + 0 + 9 = 109
1 hundred	1 ten		100 + 10 + 0 = 110
1 hundred	2 tens		100 + 20 + 0 = 120
1 hundred	4 tens		100 + 40 + 0 = 140
1 hundred	6 tens	9 ones	100 + 60 + 9 = 169

Get your pupils to count in bundles of sticks and the loose sticks in hundreds, tens, ones and help them to understand how to read the numbers from 101 to 169.

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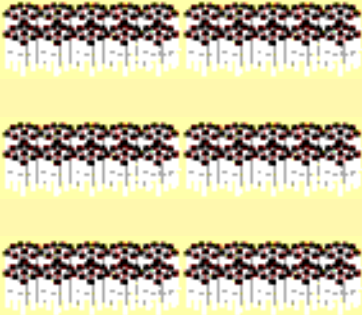
4. Look at the bundles of sticks and the loose sticks. Write the numbers in the blank boxes.

2 hundreds	3 tens	6 ones	200 + 30 + 6 = 236
3 hundreds	4 tens	9 ones	300 + 40 + 9 = ☐
4 hundreds		5 ones	☐ + ☐ + ☐ = 405
5 hundreds	6 tens		☐ + ☐ + ☐ = ☐

Get your pupils to count in hundreds, tens and ones using bundles of sticks and the loose sticks. Let them understand how to write the numbers from 101 to 999.

5. Look at the bundles of sticks and the loose sticks. Write the correct numbers in the blank boxes.

6 hundreds	7 tens	1 ones	□ + □ + □ = □
7 hundreds	5 tens	5 ones	□ + □ + □ = □
8 hundreds	8 tens	2 ones	□ + □ + □ = □
9 hundreds	2 tens	9 ones	□ + □ + □ = □

Get your pupils to count in hundreds, tens and ones using bundles of sticks and the loose sticks. Let them understand how to write the numbers from 101 to 999.

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6. Observe the following charts that show the place value and the face value of the digits in numbers.

Example-1: Observe the place value and face value of the digits in **746.**

Number	7	4	6
Position	hundreds	tens	ones
Place Value	$7 \times 100 = 700$	$4 \times 10 = 40$	$6 \times 1 = 6$
Face Value	7	4	6

Example-2: Observe the place value and face value of the digits in the number **805.**

Number	8	0	5
Position	hundreds	tens	ones
Place Value	$8 \times 100 = 800$	$0 \times 10 = 0$	$5 \times 1 = 5$
Face Value	8	0	5

Now write the place, place value and face value of the digits in **504.**

Number	5	0	4
Position	hundreds	tens	ones
Place Value	$\square \times \square = \square$	$\square \times \square = \square$	$\square \times \square = \square$
Face Value	$\square$	$\square$	$\square$

Look at the following table. Write the place and place value of the digit.

Number	What is the place of 0?	What is the face of value?
420	_____	_____
504	_____	_____

Wherever there is 0 in a number, its place value is 0.

Help your pupils to understand the digits in a number, their place values and face values as shown above. Similarly help them to understand the face value of zero.

7. Oberve th following notes and coins. Count in Rs.100, Rs.10 and Re.1.

Ramaa went to a shop. She purchased some notebooks. She has to pay Rs. 123. She had 2 one-hundred notes, 9 ten rupee notes and 10 one-rupee coins. How many notes and coins should she pay the shopkeeper?
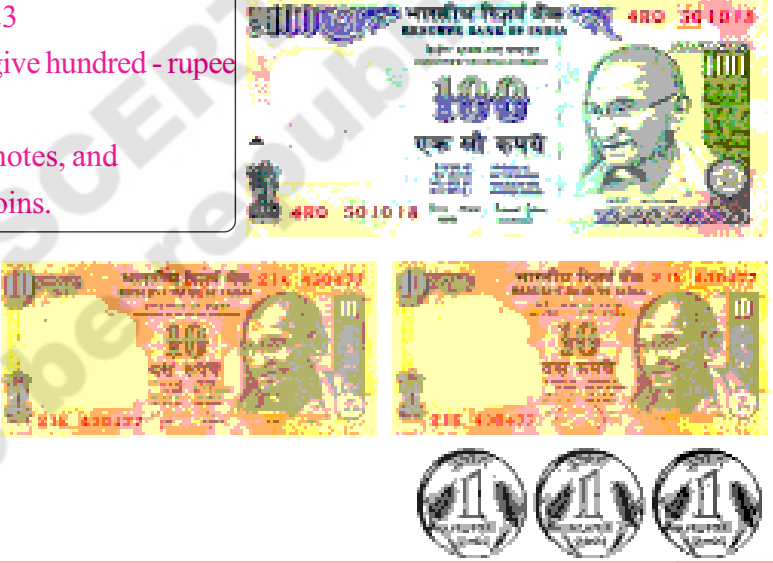
To pay Rs. 123, how many notes and coins should I give the shopkeeper?

To pay Rs. 123
Ramaa must give hundred - rupee
1 note
2 ten - rupee notes, and
3 one rupee coins.

If she has to pay Rs. 345, how many notes and coins must she give the shop-keeper ?

To pay Rs. 345, Ramaa must give
3 hundred - rupee notes
4 ten - rupee notes and
5 one - rupee coins.

Help your pupils to understand the short and expanded forms of numbers as, shown above.

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8. Write the given numbers in the expanded form. Look at the example.

Ex: 256 = 200+50+6

Place value of 2   = 200

Place value of 5   = 50

Place value of 6   = 6

1. The expanded form of 384 is ....

Place value of 3   =

Place value of 8   =

Place value of 4   =

2. The expanded form of 709 is 700 +0+9

Place value of 7   =

Place value of 0   =

Place value of 9   =

3. The expanded form of 650 is ....

Place value of 6   =

Place value of 5   =

Place value of 0   =

9. Write the number in the short form.

Ex 1:- $400 + 60 + 5 = 465$

4	0	0
	+ 6	0
		+ 5
4	6	5

Ex 2:- $800 + 0 + 5 = 805$

8	0	0
	+ 0	0
		+ 5
8	0	5

1. $900 + 50 + 6 =$ ....

2. $600 + 30 + 0 =$ ....

Help your pupils to understnad how to write numbers in the expanded and short forms as shown above.

10. Look at the currency notes and coins. Say how much you get if you add one to 999

If you add 1 to 999, it becomes 1000.

999 + 1 = 1000

How many 100s are there in a thousand?   How many 10s are there?
How many ones are there ?
1000 = 10 hundreds, 1000 = 100 tens, 1000 = 1000 ones.
Thousand is a four - digit number.
The last number among three - digit numbers is 999.
The biggest number among three - digit numbers is 999.
The first number among four - digit numbers is 1000.

The smallest number among four - digit numbers is 1000.

Get your pupils to observe the currency notes and coins. Introduce the number 1000 to them.

Exercise.

1. Write the correct numbers in the blank boxes.

(a)

101	102	103	104	105	106	107	108	109	110
111			114		116	117		119	120
121		123		125	126		128		
131	132			135		137	138		140
141			144			147		149	
151		153			156		158	159	
161			164			167		169	170
171		173			176				
181	182				186				
191				195		197			200

(b)

201		203		205		207		209	210
211			214			217			220
222				225			228		
231			234		236			239	
		243		245					250
251									260
		263			266				
271			274				278		
	282			285					290
291						297			

Help your pupils to understand the instructions and fill the grids by themselves.

(c)

301	302	303	304	305	306	307	308	309	310
311									320
321									330
									340
									350
									360
									370
									380
									390
									400

(d)

401	402	403	404	405	406	407	408	409	410
411									420
421									430
									440
									450
									460
									470
									480
									490
									500

Help your pupils to to fill the grids by themselves as per the instructions.

(e)

501	502	503	504	505	506	507	508	509	510
511									520
521									530
									540
									550
									560
									570
									580
									590
									600

(f)

601	602	603	604	605	606	607	608	609	610
611									620
621									630
									640
									650
									660
									670
									680
									690
									700

Help your pupils to solve the exercises by themselves as per the instructions.

(g)

701	702	703	704	705	706	707	708	709	710
711									720
721									730
									740
									750
									760
									770
									780
									790
									800

(h)

801	802	803	804	805	806	807	808	809	810
811									820
812									830
									840
									850
									860
									870
									880
									890
									900

Help your pupils to solve the exercises by themselves as per the instructions.

(i)

901	902	903	904	905	906	907	908	909	910
911									920
921									930
									940
									950
									960
									970
									980
									990

3. Observe the following currency notes and coins. Write the correct numbers in the blank boxes.

Ex:

3

2

5

$$300 + 20 + 5 = \boxed{325}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

Help your pupils to understand the instructions to solve the above problems by themselves.

4. Write the place and place value of the digit underlined in the number.

Number	Place of the digit Underlined	Place value
Example:- 2 4 9	hundreds	200
3 9 6		
4 8 7		
5 5 5		
7 9 0		
9 0 9		

5. Write the number in the expanded form.

Example:-   617   =   [600]   +   [10]   +   [7]

(a)   918   =   [   ]   +   [   ]   +   [   ]

(b)   807   =   [   ]   +   [   ]   +   [   ]

(c)   794   =   [   ]   +   [   ]   +   [   ]

(d)   543   =   [   ]   +   [   ]   +   [   ]

(e)   496   =   [   ]   +   [   ]   +   [   ]

(f)   333   =   [   ]   +   [   ]   +   [   ]

6. Write the number in the short form.

Example:- 600+40+9 = 649

(a)   700+30+6 =   [   ]

(b)   900+50+4 =   [   ]

(c)   400+40+4 =   [   ]

(d)   900+20+4 =   [   ]

(e)   300+10+4 =   [   ]

Help your pupils to understand the instructions to solve the above problems by themselves.

7. Expand the given numbers and write each one in words.

		Expansion	one hundred and seventy-five
Ex:	175 =	100 + 70 + 5	
(a)	782 =	700 + 80 + 2	
(b)	976 =		
(c)	999 =		
(d)	407 =		
(e)	340 =		

8. Write the following numbers given in words using digits.

Ex:	one hundred and forty three	=	143
(a)	two hundred and fifty-eight	=	
(b)	three hundred and five	=	
(c)	four hundred and eighty-six	=	
(d)	nine hundred and seven	=	
(e)	five hundred and twenty-eight	=	
(f)	one hundred and eleven	=	
(g)	eight hundred and ninty-eight	=	

Help your pupils to understand the instructions and let them solve the above problems by themselves.

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9. **Solve the following problems.**

   1. **Write three numbers in digits using 4, 6 and 9.**

      469,   694, 496, ..., ..., ...,

   2. **Write three numbers that have 5 in the hundreds place.**

      502, ..., ..., ..., ..., ...,

   3. **Write 5 numbers between 800 and 900. They must have 5 in the tens place.**

      856, ..., ..., ..., ..., ...,

   4. **Identify between which numbers the given numbers lie, with a '✓'. Look at the example.**

Example:-	885	800——850	850——900 ✓	750——800
(a)	632	600——650	650——700	700——750
(b)	304	250——300	300——350	350——400
(c)	287	200——300	700——800	600——700
(d)	654	500——600	400——500	600——700
(e)	707	600——700	700——800	800——900

10. **Observe the numbers in each series. Write the next 5 numbers for each series. Say the reason.**

   (a) 100, 200, 300, ..., ..., ..., ..., ..., ...

   (b) 110, 120, 130, ..., ..., ..., ..., ..., ...

   (c) 350, 400, 450, ..., ..., ..., ..., ..., ...

   (d) 400, 425, 450, ..., ..., ..., ..., ..., ...

   (e) 900, 800, 700, ..., ..., ..., ..., ..., ...

Help your pupils to understand the instructions and let them solve the above problems by themselves.

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11. Match the following.

|	
the biggest 2 - digit number	457
the smallest 3 - digit number	424
a number with 5 in the tens place	99
the place value of 5 in 456	hundred
the place of 7 in 795	367
the number before 425	100
the face value of 8 in 821	8
the short form of 300 + 60 + 7	50
the place of 8 in 698	350
the place value of 0 in 705	ones
the number that indicates 3 hundreds, 5 tens and 0 ones	0

Help your pupils to understand the instructions and let them solve the above problems by themselves.

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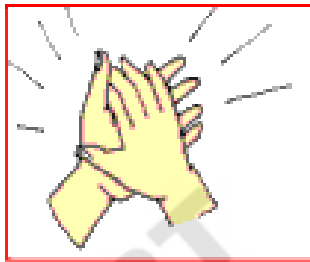
12. Play the game:

CLAP - SNAP - TAP

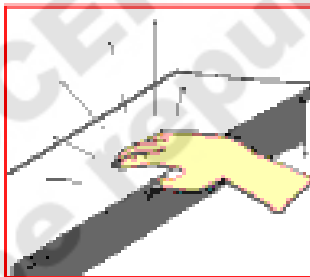To snap means to make a sharp noise using your fingers.
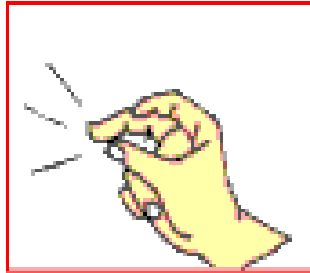
SNAP = one (1)

To clap means to hit your open hands to make a sound.

CLAP = ten (10)

To tap means to hit something to make a sound.

TAP = hundred

The teacher must make the above sounds - Snap, Clap and Tap. The pupils must say the numbers based on the sound made by the teacher.

Example:-

TAPS	CLAPS	SNAPS	Place Value			Number
2	5	8	200	50	8	258

In this manner the pupils must say the place value and the numbers as per the sounds made - Snap, Clap, Tap. If any pupil makes a mistake, he is out of the game. The game continues. The one who lasts till the end is declared the winner.
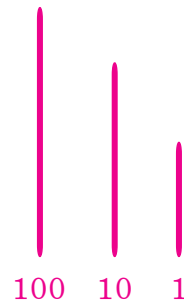
Get your pupils to play this game. Help them to understand the digits and their place values.

13. Play a game with sticks.

1 long stick   = 100

1 medium stick = 10

1 short stick   = 1

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100   10   1
```

Two pupils must play this game. Take 9 sticks of long, medium and short sticks (9 sticks each). Have them on your palm, shake them and drop them on the floor. Pick each stick without moving the other sticks. Count the value according to the values we gave each stick. Say the number of the total value. If, while picking sticks, other sticks are moved, the second player gets the chance. In this manner the two pupils play alternatingly. The one who gets a bigger number scores a point.

Example: The sticks picked up

Big sticks	Medium sticks	Short sticks	The number formed
4	6	5	400 + 60 + 5 = 465

Play like this five one after another. At the end one who gets more points wins the game.

Get your pupils to play this game, as per the instructions. Help them to understand digits and their place values.

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