Lesson Objective: Count and order numbers 0 –100.

Vocabulary Box

count — Name numbers in order. Examples: 1, 2, 3, 4, 5 and 41, 42, 43, 44, 45.

in order — Arranged in a certain way. Examples: 11, 12, 13, 14, 15 and 21, 22, 23, 24, 25 are in order.

digit — A number from zero to 9. Examples: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

numeral —A symbol used to represent a number. Examples: 10, 23, 45, 78.

HUNDREDS CHART

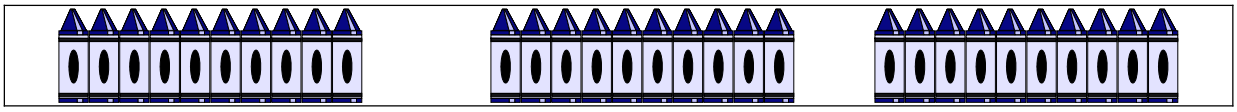
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Guided Practice

Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

I. Count to find the answers.

1. Count how many crayons are in the box.



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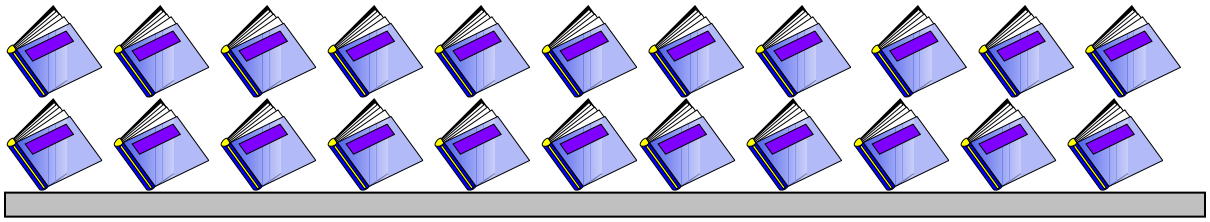
2. Count how many books are on the shelf.



_____

II. Put the numbers in order.

1. 71, 73, 75, 74, 72

_____, _____ , _____ , _____ , _____

2. 98, 99, 96, 97, 95

_____ , _____, _____ , _____ , _____

III. Fill in the blank with the missing number.

1. 34, _____, 36

2. _____, 50, 51

Summary/Closure

A. Vocabulary Words

Directions: Write an example for each of the sentences below. Use the vocabulary words in each sentence as a guide.

Write five numerals that show an example of counting in order.

_____

Write the two digits that are in the numeral 92.

_____

B. Summarize What We Have Learned Today

Directions: Put the numerals 82, 80, 81, 83, and 84 in order and explain how you know your answer is the correct order.

_____

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numeral — A symbol used to represent a number. Examples: 10, 23, 45, 78.

Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Put the following groups of numerals in the correct order.

1. 30, 26, 34, 29, 32, 25, 31, 28, 27, 35, 33

_____

2. 96, 99, 93, 101, 100, 95, 98, 92, 97, 94, 91

_____

II. Identify the numerals that come before and after the following numerals.

1. _____ 14 _____

2. _____ 20 _____

3. _____ 39 _____

4. _____ 100 _____

5. _____ 84 _____

III. Complete the following table by filling in the blanks in each column. The first column lists a numeral, the second column lists the first digit of the numeral, and the third column lists the second digit of the numeral.

#	Numeral	First Digit	Second Digit
1.	15	1	
2.		3	3
3.	87		7
4.	49	4	
5.		8	5

lesson two - student resource sheet

1. Write all of the numerals between 1 and 100 that have a 1 as a second digit.

2. Write all of the numerals between 1 and 100 that have 3 as a first digit.

Problem Solving

1. Fill in the blank spaces on the hundreds chart below. Then use it to answer the following questions.

1	2	3	4			7	8	9	10
	12	13	14	15	16		18	19	
21	22			25	26	27	28	29	30
31	32	33	34		36	37		39	40
41		43	44	45		47	48	49	50
51	52	53		55	56	57	58	59	
	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76		78	79	80
81		83	84	85		87	88	89	90
91	92		94	95	96	97	98		

2. What is the same about all of the numerals in the first column?

3. What is different about all of the numerals in the seventh column?

lesson two - student resource sheet

Directions: Fill in the missing numbers in the correct order.

1. 11, 12, 13, _____, 15, 16, _____, 18, 19, _____

2. 91, _____, 93, 94, 95, _____, 97, _____, 99

3. _____, 50, _____

lesson three - student resource sheet

Lesson Objective: Understand the concept of place value, and identify the value of each digit in numerals through 100.

Vocabulary Box

ones — The position of the last or only digit in a number, where the digit is equal to its regular value. Example: The ones place is underlined in the number 2<u>4</u>; the 4 = 4.

tens — The position of the second-to-last digit in a number, where the digit represents the number of groups of ten. Example: The tens place is underlined in the number <u>2</u>4; 2 tens = 20 ones.

Guided Practice

<u>Directions</u>: Work with your partner to complete the following problems.

I. Make rods of ten with your cubes. Count how many tens and ones you have. Write the number.

1.

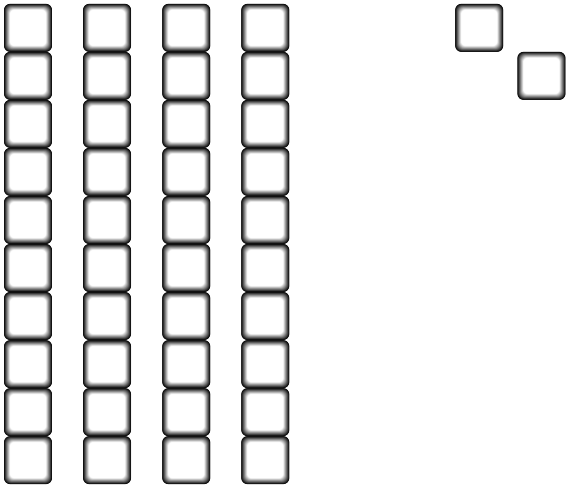
Tens	Ones

2.

Tens	Ones

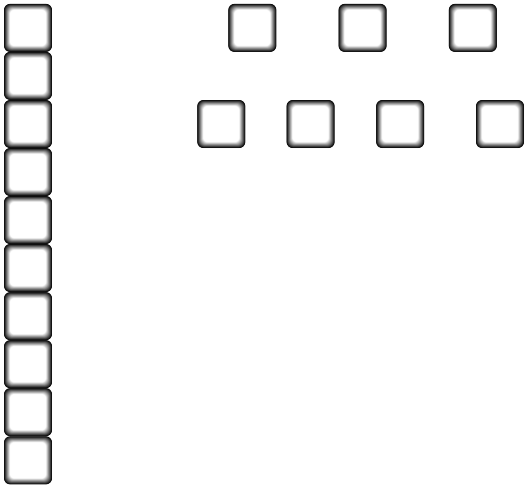
II. Count how many tens and ones are pictured. Write the number.

1.



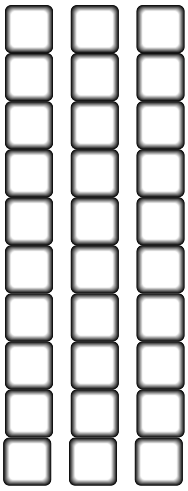
Tens	Ones

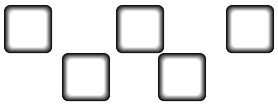
2.



Tens	Ones

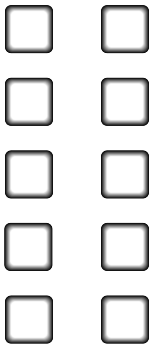
3.

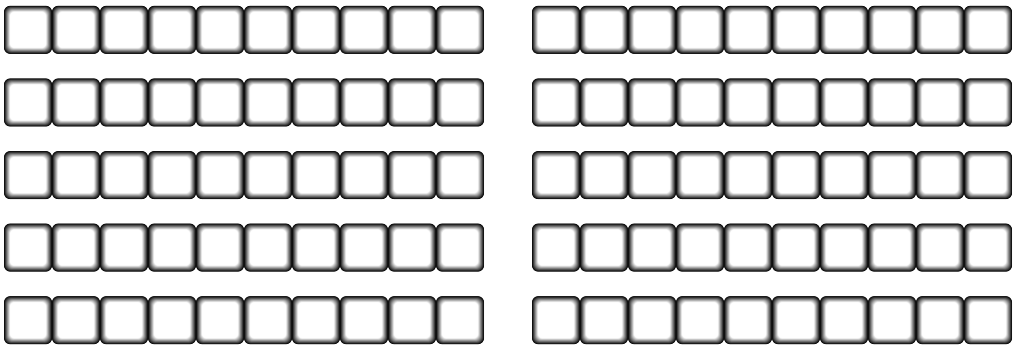




Tens	Ones

III. Circle the base ten blocks needed for this number: 65.





Summary/Closure

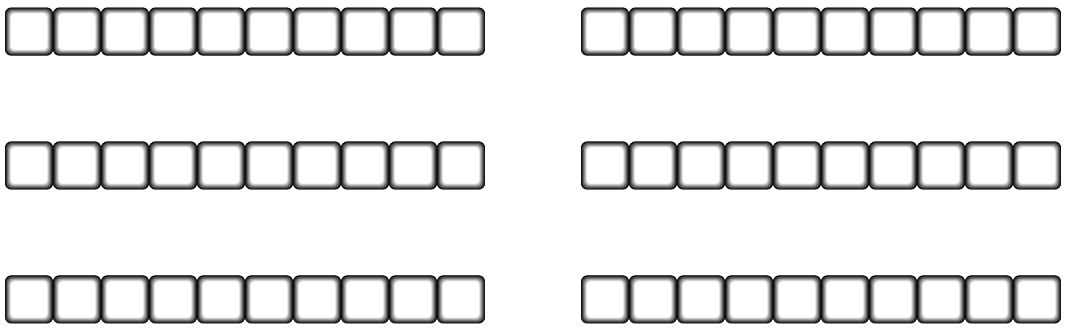
A. Vocabulary Words

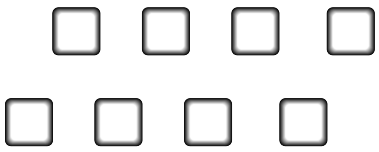
Directions: Follow the directions below to illustrate the vocabulary words.

For the number 42:

42

4. Put a square around the digit in the tens place.
5. Underline the digit in the ones place.
6. Circle the blocks needed to represent the number.





B. Summarize What We Learned Today
Directions: Write a two-digit number.

Draw individual squares to show how many ones are in your number. Then, draw a rod of 10 squares to show how many tens are in your number.
(Answers will vary.)

Tens	Ones