lesson one - student resource sheet

Lesson Objective: Order and write numerals through 999 and use > or < to compare.

Vocabulary Box

greater than — A larger amount than. Example: 20 > 15.

less than — A smaller amount than. Example: 15 < 20.

Guided Practice

I. Directions: Fill in each blank space with the correct number or symbol.

1. 449, _____ , 451

2. 599, _____ , 601

3. 645 _____, 328

II. Directions: Fill in each blank space with the correct number.

1. 389, 390, _____

2. 199, _____ , 201, 202, _____

3. 530, 531, 532, _____ , _____ , 535

III. Directions: Write in the correct symbol to show greater than or less than.

1. 971 _____ 983

2. 399 _____ 410

3. 155 _____ 100

4. 875 _____ 797

Summary/Closure

A. Vocabulary Words
Directions: Write a sample problem for each vocabulary term.

1. Greater than _____

2. Less than _____

B. Summarize What We Learned Today
Directions: Write the numerals from 698 to 703, in order.

lesson two - student resource sheet

Lesson Objective: Order and write numerals through 999 and use > or < to compare.

Vocabulary Box

greater than — A larger amount than. Example: 20 **>** 15.

less than — A smaller amount than. Example: 15 **<** 20.

Independent Practice

I. Directions: Fill in each blank with > or < to compare the numbers.

1. 199 _____ 220

2. 389 _____ 315

3. 960 _____ 890

4. 150 _____ 400

5. 765 _____ 831

II. Directions: Fill in the blanks with the missing numbers.

1. _____, 775, _____

2. _____, 991, 992, _____, 994

3. 100, _____, _____, 103

4. 299, _____, 301, 302, _____

Directions: Write all of the numbers between the two numbers shown.

1. 495 and 500

2. 198 and 202

3. 992 and 997

Problem Solving

Directions: Solve each problem.

1. Jose has a collection of baseball cards. He has more than 350 cards and less than 353 cards. What are the possible amounts of cards that Jose has?

2. Meg has 353 baseball cards. If she has one more card than Jose, how many cards does Jose have? Choose from the possible amounts in your answer above.

3. If Jose would like to have 358 baseball cards in his collection by next month, how many more cards will he need to collect?

   (**Clue:** Count on your fingers, beginning with the number that comes after 352.)

Directions: Read the riddles. Write the answers in the blank spaces.

1. I am a number. I am greater than 816 and less than 818. What number am I?

   _____

2. I am a number. I am less than 100 and greater than 98. What number am I?

   _____

3. I am a number. I am greater than 499 and less than 501. What number am I?

   _____

lesson three - student resource sheet

Lesson Objective: Understand and identify place value through 999. Understand the concept of equivalence, exchanging 10 ones for one ten and 10 tens for one hundred.

Vocabulary Box

ones place – The position of the last or only digit in a number, where the number is equal to its regular value. Example: In the number, 128, 8 is in the ones place, so eight ones equal eight.

tens place – The position of the second to last digit in a number, where the number is equal to ten of its value. Example: In the number, 128, 2 is in the tens place, so two tens equal 20.

hundreds place – The position of the third to last digit in a number, where the number is equal to one hundred of its value. Example: In the number, 128, 1 is in the hundreds place, so one hundred equals 100.

Guided Practice

Directions: Work with your partner to complete the following problems.

I. Use base ten blocks and place value charts to show the following numbers and fill in the blanks.

1. **819**

   How many ones are in 819? _____

   How many tens are in 819? _____

   How many hundreds are in 819? _____

2. **483**

   How many ones are in 483? _____

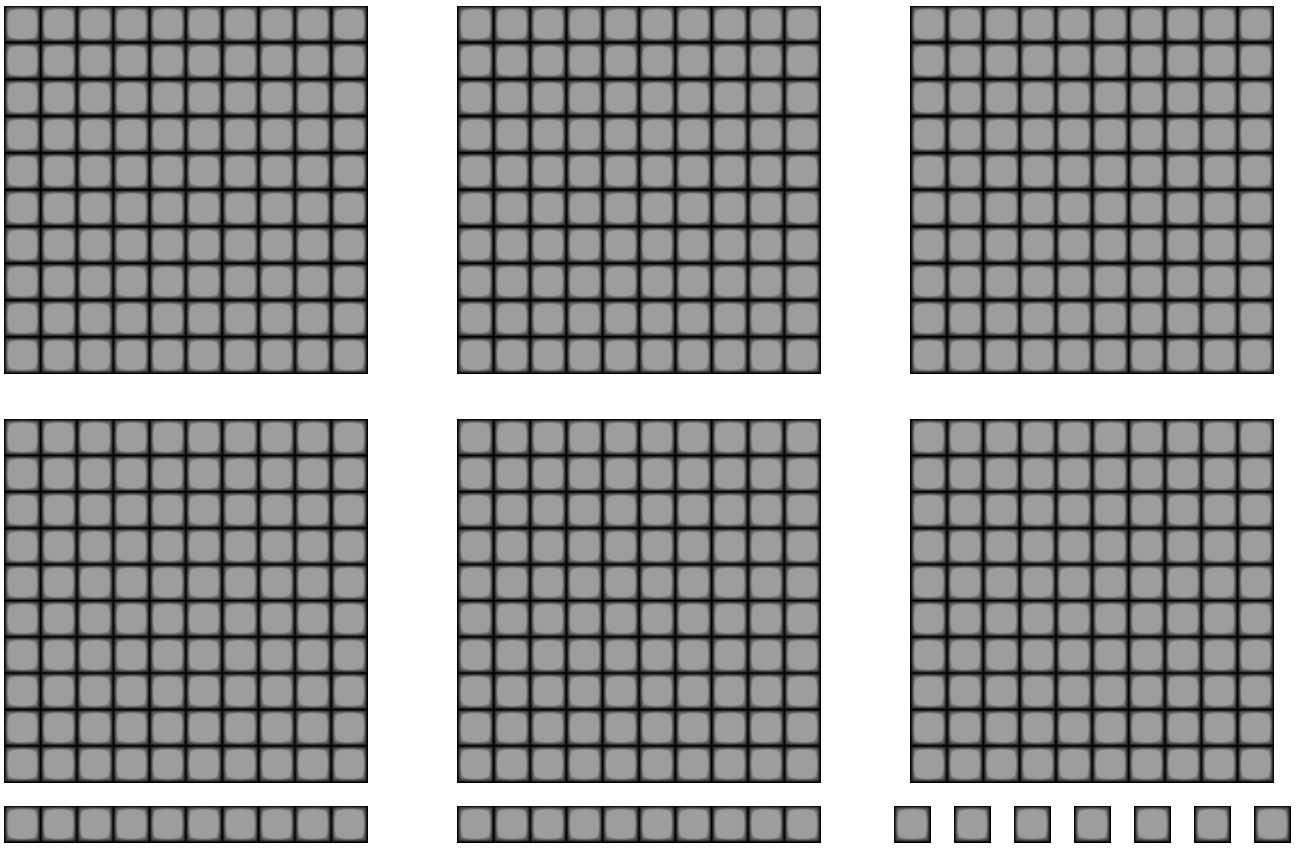
   How many tens are in 483? _____

   How many hundreds are in 483? _____

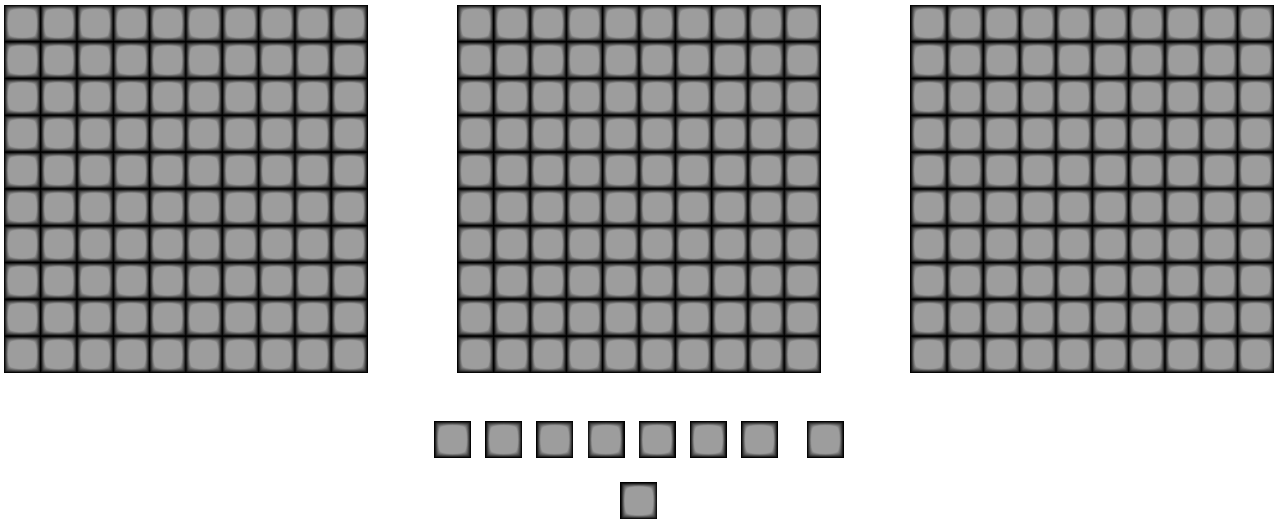
lesson three - student resource sheet

II. Write the number that matches the picture of base ten blocks.

1. _____



2. _____



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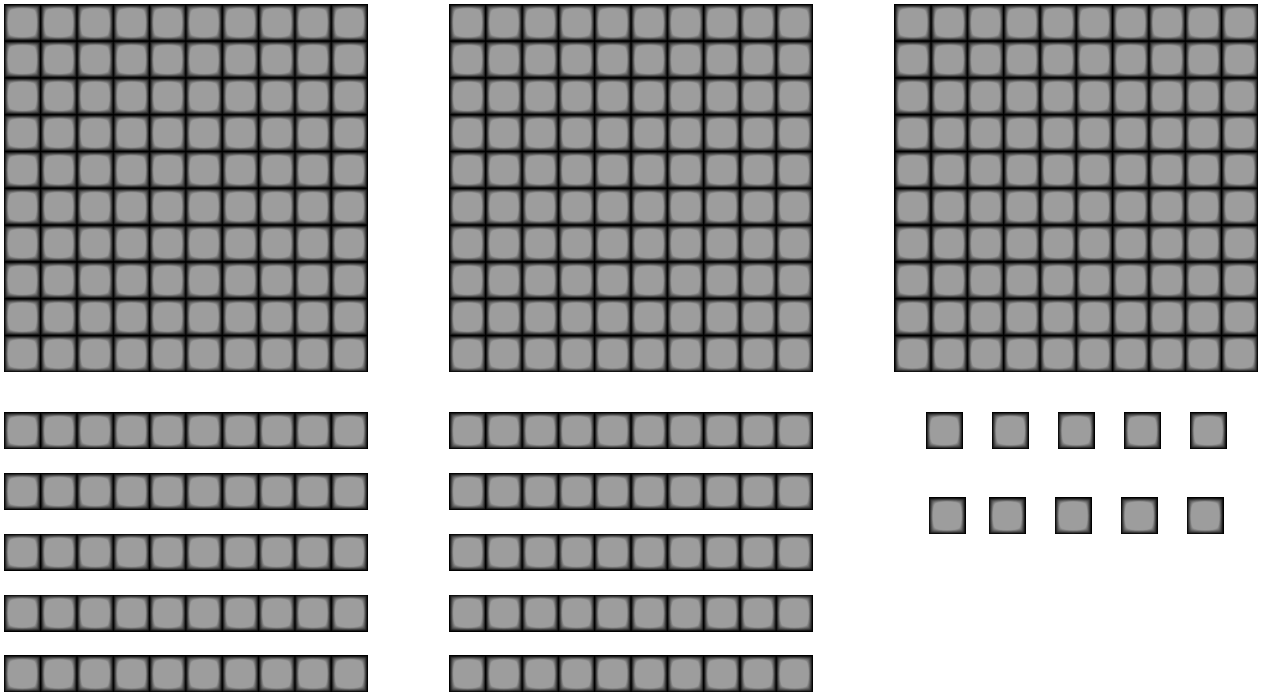
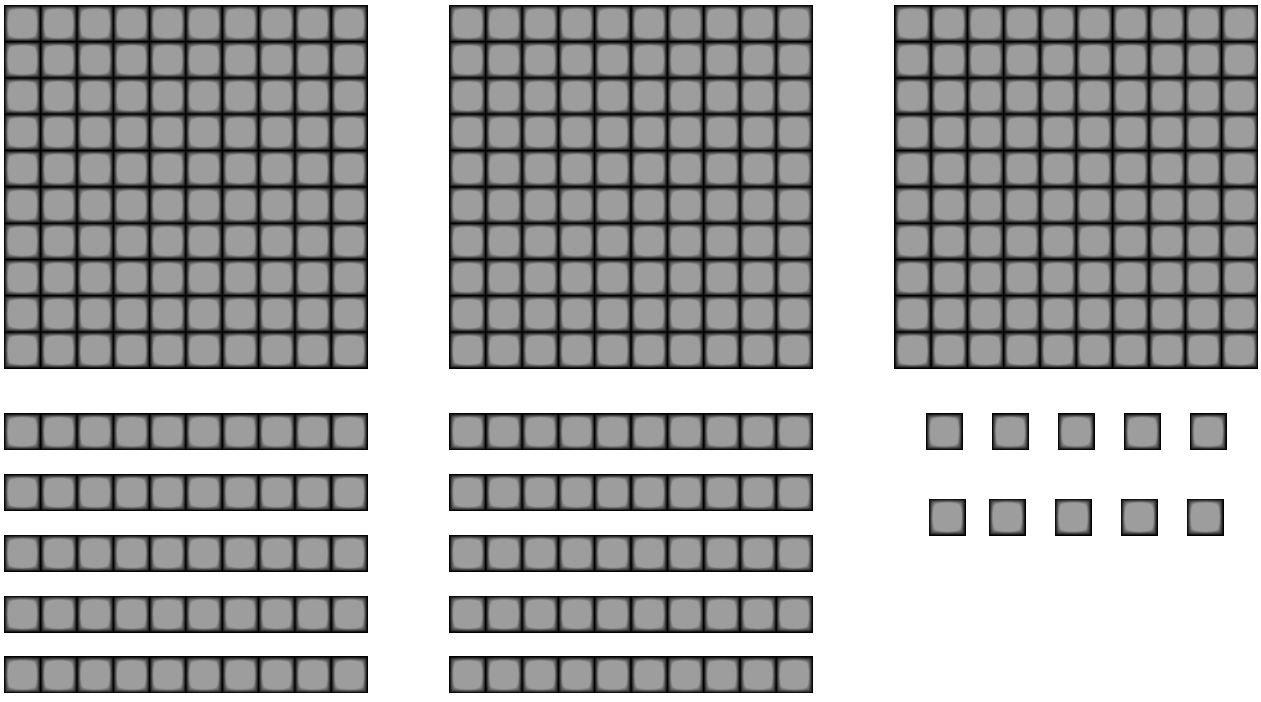
III. Circle the base ten blocks needed for the following numbers.

1. **165**



2. **350**



IV. Write in the number that answers the question.

Look at the number **487**.

1. How many more ones do you need to make another ten? _____

2. How many more tens do you need to make another hundred? _____

Summary/Closure

A. Vocabulary Words
Directions: Circle the digit in each number that shows the meaning of the vocabulary word.

1. ones place: 175

2. tens place: 914

3. hundreds place: 654

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B. Summarize What We Learned Today

Directions: Write a three digit number using a one in the hundreds place.

_1__ _____ _____

Draw individual squares to show how many ones are in your number. Then, draw rows of 10 squares to show how many tens are in your number. Then, draw one large square made up of 10 rows of 10 small squares to show how many hundreds are in your number.