

Comparing the Digits in a Number

Elaboration 1 · Materials grouped into hundreds, tens and ones

ELABORATION FOCUS

Comparing the digits of a number with materials grouped into hundreds, tens and ones, and explaining the meaning of each of the digits in the materials.

LEARNING INTENTION We are learning to explain what each digit means using materials grouped into hundreds, tens and ones.

Group it

Count hundreds

Count tens

Count ones

Say its value

1

Group the Materials

Bundle the materials into hundreds (flats), tens (rods) and ones (cubes).

2

Read Each Digit

Each digit tells how many of that group: 3 hundreds, 5 tens, 2 ones.

3

Compare the Digits

The 3 is worth 300 but the 2 is worth just 2 — place gives each digit its value.

MODEL WITH BASE-10 MATERIALS

Build 352 with materials, then explain what each digit is worth.



3 hundreds = 300



5 tens = 50



2 ones = 2

$352 = 3 \text{ hundreds } (300) + 5 \text{ tens } (50) + 2 \text{ ones } (2).$

TEACHER MODELLING ROUTINE

I do → We do → You do

WATCH FOR

Reading 352 as “three, five, two” — each digit names a group value.

REMEMBER

The same digit is worth more in the hundreds place than the ones place.

MATERIALS

Base-10 blocks (flats, rods, cubes), place-value chart, digit cards.