

Reading and writing 3-digit numbers

CURRICULUM ALIGNMENT

NUM.PVT.3 explore equivalent numerical expressions of numbers using the base ten system.

INTERACTIVES [Place Value Blocks \(Dienes\) · display](#) [Number Line · challenge, explore](#)

LESSON ARC

Open by writing 216 in digits and in words on the IWB and asking the class to match them. Build 143, 260, 408 and 700 with the place-value-blocks interactive, writing the words beneath each and pointing to the silent zeros. Pupils place worded numbers on the number-line interactive, reading them back in digits. They write four numbers two ways in their copybook, then the Class Challenge runs fresh zero-numbers on the number line before the Student Activity Book page.

TEACHING MOVES

- Getting Started.** Take exactly three hands-up answers to 'which digit do you write first for two hundred and sixteen?' — not open call-outs. Write 216 and 'two hundred and sixteen' on the IWB and have the class match them. Keep it under two minutes; the building comes next.
- Watch and Notice.** Build each number with the place-value-blocks interactive one at a time, saying every part aloud and writing the words underneath. On 260 point to the zero in the units and ask why we still need it though we don't say it; on 408 stress that 'and eight' jumps from hundreds straight to units, so a zero holds the empty tens. On 700 ask what would change if we wrote just 7.
- Try It Together.** Name the number-line marks first — big marks are hundreds, small ones tens — before any placement, since the line is new today. Say a number in words, a pupil drags the marker and reads it back in digits, class confirms with thumbs. Between turns ask the watching rows 'near the start or near the end?' to keep them in it. This round is for talking it through, not marking.
- Write Each Number Two Ways.** Pupils write 143, 260, 408 and 700 in digits and words side by side, then read each pair aloud to themselves. Walk the room watching for the silent zero being dropped when pupils write digits from the words — this is practice, not marking.
- Class Challenge.** Run the four fresh numbers briskly — pupils place each on the number line and the class confirms with thumbs before moving on. For each, ask 'where do the zeros change how we say it?' before the marker goes down. Don't re-explain each placement; let five hundred and six and three hundred and nine carry the challenge.
- What Did We Notice?.** Listen for pupils naming that the order of the words — hundreds, tens, units — matches the digits left to right. Revoice a strong answer: 'so when we hear and eight with no tens, a zero steps in to hold the tens place.' Head off the slip of writing 48 for four hundred and eight.

COMMON MISCONCEPTIONS

⚠ A pupil hears 'four hundred and eight' and writes 48 — they skip the empty tens place because nothing was said for it.

Build 408 with the place-value blocks beside 48 so the class sees four hundred-blocks versus four ten-blocks. 'We said and eight with no tens — a zero has to step in and hold that tens place.' Have the pupil read each digit by its column.

⚠ A pupil writes the silent zero in words too, e.g. spells out 'two hundred and zero sixty' or freezes on how to write 700 in words.

Point at the zero in the digits on the number line and say: 'the zero is a placeholder, not a word — we only write the parts we say.' Have the class read 700 aloud as 'seven hundred' so they hear there's nothing to write for the silent zeros.

DIFFERENTIATION

EMERGING

- Stay on no-zero numbers (143, 372) at the IWB while the class moves to the silent-zero ones; the pupil builds each with the place-value blocks before writing it.
- Give the copybook page with the words already printed so the pupil only writes the matching digits, lining them up under the words.

DEVELOPING

- After the copybook page, say a number with a zero in the tens (605) and ask the pupil to explain to you, before writing it, where the zero will sit and why.
- Pose a missing-digit line: 'four hundred and ___ty' — what digits could fill it, and which need a silent zero?

PROFICIENT

- Narrate a four-digit stretch at the board — say 'one thousand and six' and ask the strongest pupils where the silent zeros land and how many there are. Or pull them ahead into the Student Activity Book page while the class finishes the Class Challenge.

↗ **Cross-curricular:** Tie to Geography — read aloud the populations of Irish towns (e.g. 408 or 706 people in a townland) and write each both ways.

ANSWER KEY

a) Each digit sits in its own column; line them up on the right.

b) A digit's value = the digit × its column.

c) Largest: biggest digit on the left; smallest: smallest non-zero digit on the left.

Q1: 299, 695, 967

Q2: 4,000 (4 thousands)

Q3: 2486, 2963, 7553, 7628

Q4: $3,772 = 3,000 + 700 + 70 + 2$

EXTENSION SHEET · STRETCH ANSWERS

S1: 2 (2 ones)

S2: 249, 565, 570