

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

WHAT THIS LESSON TEACHES

A 3-digit number is written with one digit each for hundreds, tens and units, using the symbols 0-9. When we read it we name the hundreds then the rest, but a zero in the tens place is not said aloud.

→ 243 written with the figures 2, 4 and 3.

→ 408 is read four hundred and eight.

MODEL THIS ON THE BOARD

WRITING TWO HUNDRED AND SIXTEEN

- 1 Hear 'two hundred' and place **2** in the hundreds column first.
- 2 Hear 'sixteen' as one ten and six units, so place **1** in the tens column.
- 3 Place **6** in the units column to finish the digits.

DISCUSSION STARTER

REFLECT

Which feels easier — reading a number in digits or writing it in words?

LESSON ARC

Open with a brisk hands-up vote: hearing two hundred and sixteen, which digit is written first and on which side of the page? Build 143, 260, 408 and 700 on the place-value-blocks interactive, pausing on every silent zero. Introduce the number-line interactive — hundreds on the big marks, tens on the small ones — and let pupils place worded numbers while the class thumbs-checks. Copybook writes each of those four numbers in digits and in words. Class Challenge places fresh zero-heavy targets on the line before the Student Activity Book hand-off.

TEACHING MOVES

1. **Getting Started.** Take three hands-up answers only — no open call-outs. Write 216 in digits beside two hundred and sixteen in words and ask the class to match them. Keep it under two minutes; the building starts next.
2. **Watch and Notice.** On the place-value-blocks interactive, build 143 first and have the class name each column aloud. At 260, point to the units zero and ask why it is still needed when we never say it. At 408, flag the empty tens place — the classic slip is writing 48. Finish on 700: ask what changes if we write just 7.
3. **Try It Together.** Name the number-line marks before any placement — big marks are hundreds, small marks are tens. Say the number in words, one pupil drags the marker, then reads it back in digits. Class thumbs up or sideways on the match. Between turns, ask the watchers: will the next marker sit near the start or near the end? Watch hardest for three hundred and four and nine hundred and one.

4. **Write Each Number Two Ways.** Pupils write 143, 260, 408 and 700 once in digits and once in words, side by side, then whisper-read each pair. Walk the room — this is practice, not marking. Glance for dropped zeros when digits are written from the words.
5. **Class Challenge.** Fresh targets only: eight hundred and twenty-five, five hundred and six, four hundred and seventy, three hundred and nine. Before each placement, ask where the zeros change how we say it. Pupils take turns, class thumbs-confirms, move on briskly — no re-teach. Five hundred and six and three hundred and nine are the ones that catch people.
6. **What Did We Notice?.** Ask how the order of the words tells the order of the digits. Revoice a strong answer: when we hear 'and eight' with no tens named, a zero has to hold the tens place. Head off anyone still writing 48 for four hundred and eight.

COMMON MISCONCEPTIONS

⚠ Pupils hear four hundred and eight and write 48 — they skip the empty tens place because the spoken word jumps straight to the units.

Stop and rebuild 408 on the place-value-blocks interactive beside 48. Same spoken ending, very different value. Point to the empty tens column: 'the zero holds the place even though we never say it.'

⚠ Pupils write 700 as 7, or 260 as 26, treating trailing zeros as optional decoration rather than place holders.

On the blocks, clear the tens and units for 700 and ask what number is left. Then write 7 beside 700 and have the class read both aloud — one is seven, one is seven hundred.

⚠ Pupils start writing from the units end, so two hundred and sixteen becomes 612 on the page.

Return to the Getting Started prompt: which digit do we hear first, and which side of the page does it go on? Trace left-to-right on the IWB as the words are said — hundreds, then tens, then units.

DIFFERENTIATION

EMERGING

- Keep the first two number-line placements on numbers without silent zeros (e.g. two hundred and sixteen, three hundred and forty) so the pupil only matches words to digits.
- On the copybook list, pre-write the hundreds digit for 408 and 700 so the pupil only has to place the silent zeros and the final digit.

DEVELOPING

- After the copybook four, give one extra: five hundred and five — ask the pupil to explain where both fives sit and why a zero is between them.
- On the next Class Challenge turn, ask before placement: 'will this marker sit closer to 500 or closer to 600 — and how do you know?'

PROFICIENT

- After a correct Class Challenge placement, ask: 'write a three-digit number that uses two silent zeros and read it aloud so the class can place it.'
- Pull fast finishers straight into the Student Activity Book page while the class finishes the last board turn.

✂ **Cross-curricular:** Tie to local geography — pupils read three-digit Irish road numbers (N4, R408) and write each one out in words.

ANSWER KEY

a) 1 4 3

b) 4 0 8

c) 7 0 0

Q1: 157

Q2: two hundred and forty-three

Q3: 602

Spot: She swapped the tens and units. Two hundred and sixteen is **216** (2 hundreds, 1 ten, 6 units), not 261.