

**Maths 4U**  
**Second Grade**  
**Pages 9 - 11**

**Start**

**Working out the Take the challenge activity.**

Draw three-column tables on the board. Each section must have a heading; from right to left, ones, tens, hundreds.

Ask ss to help you write the numbers in the tables; one digit in each section, starting at the right.

Get ss saying the following...

hundreds	tens	ones
9	2	5

The 5 is the ones, the 2 is the tens and the 9 is the hundreds.

This number is nine hundred (and) twenty five.

Get ss reading the first sentence in the first paragraph, and then identifying the right number.

- ... has a four in the tens (look at the tables to spot a possible answer).

Once it's been spotted, continue reading to check if this description still matches the number.

Do the same with the other three paragraphs.

**During**

Explain to ss that counting can be easier when it is done by dividing numbers – splitting. When you do your counting like this, you must remember that the digits get new names.

Tell ss that a line represents 10. Then get them counting to check / illustrate the statement.

Ask ss to tell you how many 10s there are in the green table.

Write numbers (horizontally or vertically) to illustrate the answer, and then show them how to add the 4.

**Ex**

10  
 20  
 30  
 40  
 50  
 60  
 -----  
 4  
 -----  
 64

Draw ss' attention to the table on the right – the one that has the numbers, get ss doing some counting to check if the answer 64 is correct.

Tell ss to look at the tables on page 10.

Walk them through working out the answers for the first three boxes at the top.

Give ss some time to work out the other boxes on their own, then invite some ss to write the answers on the board – whole class checking.

**End**

Draw a one hundred grid on the board to help ss understand how the colouring on page 11 must be done.

Tell them to keep in mind that it is very useful to think up a strategy. In this case, it could be...

- 1.- identify the tens digit.
- 2.- count the columns that illustrate that digit.
- 3.- identify the ones digit and count the squares that illustrate that digit.
- 4.- count the total amount of squares you'd like to use, and if it is correct, do your colouring.

Do the whole process on the board for the first and the second questions on page 11. Then let ss complete the activity on their own – monitor and offer help when necessary.

Remember that you can use L1, not to teach English, but to verify ss understood a process or to check if they know what they have to do.

**It is time for you to decide on the notes for ss to write.**

**It could be some gapped-math statements.**

**Ex**

**125**

The digit 5 is the ones.  
 The digit 2 is the tens.  
 The digit 1 is the hundreds.