Topic A — *what*

Forming Base Ten Units of Ten, a Hundred, and a Thousand

2.2A

how

Focus Standard:	2.2A	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.
Instructional Days:	1	
Coherence — Links from:	G1–M6	Place Value, Comparison, Understanding Income with Addition and Subtraction to 100
— Links to:	G2–M4	Addition and Subtraction Within 200 with Word Problems to 100

acceleration

When students gather on the carpet in a circle, the teacher pours out a box of 1,200 straws. "How can we count these efficiently?" Students are led to suggest that bundles of 10 would make it much more efficient to count and recount the giant pile of straws. Students skip-count and experience that 1 hundred is equal to both 100 ones and 10 tens (**2.2A**). Likewise, 1 thousand is equal to both 100 tens and 10 hundreds (**2.2A**). Just as students added and subtracted centimeter units in Module 2, in Module 3 they skip-count using bundles of straws as units. The efficiency of place value and base ten numbers comes to life as students repeatedly bundle 10 ones to make 1 ten, 10 tens to make 1 hundred and subsequently bundle 10 hundreds to make 1 thousand.

| A Teaching Sequence Toward Proficiency in Forming Base Ten Units of Ten, a Hundred, and a Thousand |
|---|
| **Objective 1:** Bundle and count ones, tens, and hundreds to 1,200. (Lesson 1) |

Lesson 1

[handwritten: 10, 20, ...]

Objective: (Bundle) and count ones, tens, and hundreds to 1,200.

[handwritten: 1, 23 ...]

[handwritten: 100, 200, 300 ... 1,000, 1,100, 1,200]

Suggested Lesson Structure

■ Fluency Practice	(20 minutes)	
■ Concept Development	(35 minutes)	
■ Student Debrief	(5 minutes)	
Total Time	**(60 minutes)**	
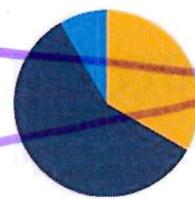
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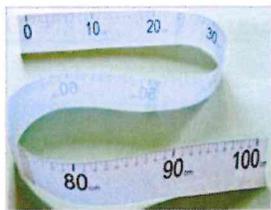
Fluency Practice (20 minutes)

- Meter Strip Subtraction: Taking Multiples of 10 from Numbers Within 10 to 100 **2.2E, 2.2F, 2.4B, 2.9C**   (5 minutes)
- Skip-Count Up and Down by Fives on the Clock **2.2C**   (11 minutes)
- Happy Counting: Up and Down by Ones from 95 to 121 **2.2C**   (2 minutes)
- Skip-Count by Tens: Up and Down Crossing 100 **2.2C**   (2 minutes)

[handwritten: 2C if focus]

Meter Strip Subtraction: Taking Multiples of 10 from Numbers Within 10 to 100 (5 minutes)

Materials: (S) Meter strip (Fluency Template)

T: Put your finger on 0 to start. I'll say the whole measurement. Slide up to that number. Then take away 10 centimeters and tell me how many centimeters your finger is from 0.

T: Let's try one. Fingers at 0 centimeters! (Pause.) 50 centimeters.

S: (Slide their fingers to 50.)

T: Remember to take 10. (Pause.) How far is your finger from 0?

S: 40.

T: 40 what?

S: 40 centimeters!

T: Slide your finger back to 0. (Pause.) 85 centimeters.

> **NOTES ON FLUENCY:**
>
> Throughout the module, teachers are encouraged to make appropriate adjustments to fluency activities to account for varying student needs.

[handwritten: 50, 85, #0]

How many cm from zero?

T: (Pause.) How far is your finger from 0?

S: 75 centimeters!

T: Good. Slide back to 0. (Pause.) 49 centimeters.

Continue with examples as necessary.

T: Nice work. This time I'll say the whole measurement, and you take 20 centimeters. Ready? — 20 or 2 tens

T: Slide back to 0. (Pause.) 65 centimeters. — 7 say 65

S: 45 centimeters!

Continue with the following possible sequence: Slide from 0 to 32, and then take 20; to 36 and then take 30; to 78 and then take 50; to 93 and then take 40; and to 67 and then take 60.

32 take 20
36 take 30
78 take 50
93 take 40
67 take 60

32 → 12

Skip-Count Up and Down by Fives on the Clock (11 minutes)

Materials: (T) A "clock" made from a 24-inch ribbon marked off at every 2 inches

T: (Display the ribbon as a horizontal number line—example pictured above.) Count by fives as I touch each mark on the ribbon.

S: (Starting with 0, count by fives to 60.)

T: (Make the ribbon into a circle resembling a clock.) Now I've shaped my ribbon to look like a …

S: Circle! Clock!

T: Let's call it a clock. Again, count by fives as I touch each mark on the clock.

S: (Starting with 0, skip-count by fives to 60.)

T: This time, the direction my finger moves on the clock will show you whether to count up or down. (While explaining, demonstrate sliding a finger forward and backward around the clock.)

T: As I slide to the marks, you count them by fives.

Starting at 12, slide forward to 4 as students count on. On a clock, 12 represents both 0 and 60. We are not stating 0 so that students count on effectively.

S: 5, 10, 15, 20.

T: How many minutes is that?

S: 20 minutes!   *20 count on*

T: (Starting from 4, slide a finger forward to 9. Do not restate 20. Count on.)

S: 25, 30, 35, 40, 45.

T: How many minutes is that?

S: 45 minutes!

T: (Keep a finger at 9.) What if I slide back one mark, then how many minutes?

S: 40 minutes!

T: Good. What if I slide forward one mark, then how many minutes?

S: 45 minutes!

T: Nice job. Let's count back from 50. (Start from 50 and slide back 5 times.)

S: 45, 40, 35, 30, 25   *60 → 25 min*

T: How many minutes now?

S: 25 minutes!

Continue. Notice which switches or numbers students find most difficult, and use their cues to guide the practice provided.

T: Let's pause for a couple of minutes to think about the tools we've used so far today.

T: With your partner, compare the meter strip to the clock. How are they the same? How are they different?

For about one or two minutes, circulate and listen for responses. Use questioning strategies to support student communication and the level of their insights.

S: They're both curly. Remember our paper meter strips were curly, too. → They can both be a straight line. → The clock has 12 marks and the other one has a lot more. → You can count with both of them. → The clock goes to 60 and the meter strip goes to 100. → On one you skip-count by fives and on the other you can skip-count by twos or tens. → All the marks on the clock are the same space apart, and the marks on the meter strip are the same space apart. → You can use them both to measure. → One measures time and one measures length.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Partner Talk

Partner talk provides an opportunity for emergent bilingual students to rehearse language in a smaller, safer setting. It also provides an opportunity to pair students who can support one another with a shared first language. Balance pairings so that students feel supported but also benefit from the peer modeling and individualized practice with English provided by structured partner talk.

Partner talk allows students to work at their own levels. It's wise to consider students' strengths when assigning who will talk first. It can work well for Partner A to model strong language when partnered with emergent bilingual students or less verbally advanced students.

Questioning

If students need support with growing ideas or sustaining conversation, consider asking an advancing question: "Yes, you can count on both of them. What do you measure with each?" This scaffold is especially relevant for students needing more support, including with the skill of staying focused. It also provides scaffolding for emergent bilingual students who, in order to respond, may rely on the vocabulary used in the question that is asked.

what do they measure?

11 min

T: I hear some of you saying that we use both tools to measure. It's true that clocks and meter strips both measure.

T: What makes them useful for measuring? Talk with your partner for 30 seconds.

S: They both have marks that are the same space apart. → The numbers go from smallest to biggest. → They're both like rulers, but they have different units. → Clocks measure time. We can't see that! → It's like they both keep track of our counts. → And they both give us a place to count.

T: I used a ribbon to make our clock. What would happen if I moved it back into a horizontal line so that it looked more like a meter strip? Partner A, could I still use it to measure the length of time? Tell Partner B why or why not.

S: I think so. You're not changing the numbers on it. You can still count how many minutes. When you've counted the whole thing, you know an hour went by.

T: (Move the ribbon back into a horizontal line and present it to students near the meter strip for a visual comparison.) Partner B, tell Partner A why you agree or disagree.

S: I disagree. There are no little hands to tell you where to count and tell you how many minutes have gone by.

T: Keep thinking and talking about these two measurement tools.

Happy Counting: Up and Down by Ones from 95 to 121 (2 minutes)

T: Let's count by ones, starting at 95. Ready? (Rhythmically point up until a change is desired. Show a closed hand and then point down. Continue, mixing it up.)

102 *112*

S: 95, 96, 97, 98, 99, 100, 101, 102. (Switch direction.) 101, 100. (Switch direction.) 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112. (Switch direction.) 111, 110, 109. (Switch direction.) 110, 111, 112, 113, 114, 115, 116, 117. (Switch direction.) 116, 115, 114. (Switch direction.) 115, 116, 117, 118, 119, 120, 121. (Switch direction.) 120, 119, 118.

95 → 120

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

"It's true that we use both tools to measure. It's true that clocks and meter strips both measure lengths."

This is an example of telling rather than eliciting, a unifying way to follow partner sharing. The telling makes a certain fact common knowledge from which new ideas grow. It's okay to tell rather than elicit. Strategically telling is a facilitation technique that keeps the conversation moving. Use it to correct misconceptions and set students up to go deeper along a line of reasoning.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Move the ribbon back into a horizontal line and present it to students near the meter strip for a visual comparison.

Providing a visual representation allows emergent bilingual students to access the content while learning important vocabulary. In this case, a visual comparison also helps clarify the topic of discussion. Maximize the benefits of visual comparison by placing the ribbon alongside the meter strip before Partner A shares with Partner B.

Skip-Count by Tens: Up and Down Crossing 100 (2 minutes)

T: Let's skip-count by tens starting at 60.   *60*

T: Ready? (Rhythmically point up until a change is desired. Show a closed hand and then point down. Continue, mixing it up.)

S: 60, 70, 80, 90, 100, 110, 120, 130, 140. (Switch *140*   *90* direction.) 130, 120, 110, 100, 90. (Switch direction.) 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220. (Switch direction.) 210, 200, 190, 180.   *220*

Concept Development (35 minutes)

Materials: (T) Box of 1,200 straws or sticks

Students are seated in a U shape or circle on the carpet. Quite dramatically empty the contents of the box onto the carpet.

T: Let's count these straws! About how many do you think there might be? Discuss your ideas with your partner.

T: Let's see how many there really are.

T: How can we count them in a way that is fast and accurate, or efficient, so that we can get to recess on time?

S: We could split them up into piles and share the work. → By twos! → By fives! → By tens. → By ones.

T: Those are some very clear ideas. Discuss with your partner which method would be the most efficient, counting by ones, twos, fives, or tens.

T: I hear most groups agreeing that counting by tens is the most efficient. Why is it more efficient to count by units of ten than units of two?

S: Because there will be more units of two, it will take longer. → The tens are bigger so there are fewer of them to confuse us when we count.

T: Are you ready to get going? Let's count 10 straws and then wrap them in a rubber band to make a new unit of ten. I will put a pile of straws and rubber bands in front of each group of 3 students.

S: (Work for about 8 minutes to finish bundling all the straws.)

T: Let's make even larger units: Hundreds. It takes 10 tens to make a hundred. Count with me.

S: (Place a ten before each count.) 1 ten, 2 tens, 3 tens, 4 tens, 5 tens, 6 tens, 7 tens, 8 tens, 9 tens, 10 tens.

1 ten 2 tens 3 tens . . . . 10 tens

1s 2s 5s 10s

T: What is the value of 10 tens?

S: 1 hundred.

T: How many straws equal 1 ten?

S: 10 straws.

T: Now, let's count the number of straws in 10 tens or 1 hundred.

S: (Repeat the process.) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

count by 10s

T: So, how many straws are in 10 tens?

S: 100 straws.

T: What is another way to say 10 tens?

S: 1 hundred.

T: As a group, bundle 10 tens to make 1 hundred. Put the tens and ones you have left over to one side.

S: (Work.)

T: Tell your neighboring group how many of each unit—ones, tens, and hundreds—you have. The single straws are units of one.

S: We have 1 hundred, 6 tens, and 4 ones.

T: Let's make the single straws into as many tens as we can. How many extra ones does your group have?

S: 3.

T: Students, what do we need to add to 3 ones to make 10 ones? (Pause.)

S: 7 ones.

T: Which group has 7 ones? (Or, can we combine 2 groups' straws to get 7 ones?) Pass them to Group 1.

Repeat the *make ten* process with all the extra ones.

T: Now that we have made as many units of ten as possible, let's make more units of one hundred.

T: Group 2, how many tens do you have that are not bundled as 1 hundred?

S: 6 tens.

T: Students, at the signal, what do we need to add to 6 tens to make 10 tens? (Signal.)

S: 4 tens.

T: 6 tens plus 4 tens is?

S: 10 tens.

T: What is another way to say 10 tens?

S: 1 hundred.

T: How can you prove that 10 tens is the same as 100?

S: I could unbundle the hundred and count all the tens. → I can skip-count by 10 and count how many times it takes to get to 100. → When I skip-count on my fingers it takes all 10 to get to 100.

Repeat the *make 1 hundred* process, bundling all the tens as hundreds.

T: Now that we have made as many hundreds as possible, let's count our hundreds.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

All through this module, students must pay attention to the units they are counting and use precise language to convey their knowledge. Hold them accountable: 6 tens + 4 tens is 10 tens.

T: Think about the structure and pattern of numbers as we've
      moved from ones to tens to hundreds. Then talk with your partner: How many hundreds do you think
      make the next unit? Be ready to explain why.

S: When we count, the numbers always go 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and then we get a new
      unit. → We make one bigger group out of 10 smaller groups.

T: Yes, 10 of a smaller unit make 1 of the next largest unit. The name for the next larger unit is
      one thousand.

T: So, how many hundreds are in 1 thousand? Give me a complete sentence.

S: 10 hundreds are in 1 thousand!

T: Group 3, how many hundreds do you have?

S: 2 hundreds.

T: Students, complete the sentence: 2 hundreds plus how many hundreds equals 10 hundreds? (Pause.)

S: 2 hundreds plus 8 hundreds equals 10 hundreds.

T: Hand all your hundreds over! (Bundle them up to make one thousand.)

T: Count the hundreds for me. I'll listen.

S: 1 hundred, 2 hundreds, …

T: How many hundreds do we have here?

S: 10 hundreds!

T: Another name for 10 hundreds is 1 thousand, a new
      unit! How can we continue to count the hundreds that
      are not in the bundle of one thousand? Remind me how
      many hundreds we've already bundled.

S: 10 hundreds.

T: Let's keep counting our hundreds. (Gesture to a bundle
      of a thousand.) Ten hundreds.....(Point to the remaining
      hundreds.)

S: 11 hundreds, 12 hundreds.

T: We can name this number as 12 hundred. Another way
      to name this number is one thousand, two hundred. Let's
      count on from 1,000 by hundreds. (Point and count.) 1
      thousand, 1 thousand 1 hundred, 1 thousand 2 hundred.

T: What are two names for this number?

S: 12 hundred → one thousand, two hundred.

T: At the signal, what is the largest unit we worked with
      today? (Signal.)

S: 1 thousand!

T: The next largest?

S: 1 hundred!

T: The next?

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

TEKS uses *compose* and *decompose*
to describe the actions of joining and
separating. These terms, along with
others, are used flexibly throughout the
K-5 Math materials.

Bundle, change, compose, rename, and
regroup can all describe the action of
joining lesser value units to make greater
value units.

Unbundle, change, decompose, rename,
and *regroup* can all mean to separate
greater value units for lesser value units.

Using multiple terms for composition
and decomposition deepens students'
understanding of the joining and
separating actions they describe. Terms
may be used interchangeably.

Go from largest → ones

S: 1 ten!

T: The smallest?

S: 1 one!

T: (Give each pair 1 straw, a bundle of 1 ten, and a bundle of 1 hundred.) Show and tell your partner our units in order from smallest to largest and largest to smallest.

T: How many different units did we work with today?

S: 4 units!

T: Tell me the unit names from smallest to largest. *smallest → largest*

S: Ones, tens, hundreds, and thousands.

T: Now that we have worked with units up to the thousands, let's practice making numbers in more than one way.

T: (Distribute 1 more hundred, 19 more tens, and 19 more ones to each student pair.)

T: How can we make the number 284 using our straws? Show and tell your partner.

S: (Work.)

T: Can someone share how they made 284 with their straws?

S: 2 hundreds, 8 tens, 4 ones.

T: Perfect! 2 hundreds plus 8 tens plus 4 ones is 284. (Record on a chart.) Work with your partner and see if you can think of another way to make 284 using fewer hundreds. Think about how many tens make one hundred. *fewer hundreds*

S: (Work with partners.)

T: Can someone share another way they made 284 with their straws?

S: I have 1 hundred, 18 tens, and 4 ones.

T: Let's count together… 1 hundred, skip-count the tens (110, 120, 130, 140… 280). Now I'll count the ones: 281, 282, 283, 284. (Record on chart.) Looks like we made the number 284 in more than one way. (Continue to have groups share different ways and record on the chart.)

T: Who can tell us the first way we made 284?

S: 2 hundreds, 8 tens, 4 ones.

T: Who can tell us the other way?

S: 1 hundred, 18 tens, 4 ones.

T: Could we use fewer tens and more ones to make the same number? Talk about it with your partner.

T: (Have students share.)

S: We used 2 hundreds, 7 tens, and 14 ones to make 284.

T: Let's count it together: 1 hundred, 2 hundred, skip-count the tens (210, 220, 230… 270) and count the ones (271, 272, 273… 280, 281, 282, 283, 284). (Record on chart.)

T: We made the number 284 using fewer tens and more ones.

Guided by Build sketch rebuild resketch

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.
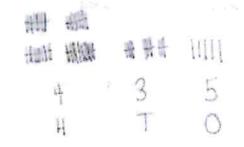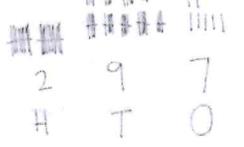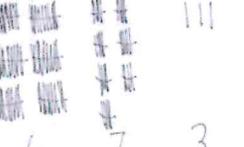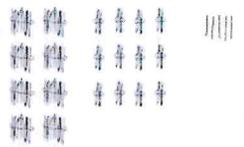
For some classes, it may be appropriate to adjust the assignment by specifying which problems students should work on first. With this option, let the purposeful sequencing of the Problem Set guide your selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Consider assigning incomplete problems for homework or at another time during the day.

T: We used straws to show units of one thousand, hundreds, tens, and ones. Now, let's model and draw the units you'll need on your Problem Set.

T: (Use straws to show each unit, 1 hundred, 1 ten, 1 one. Draw a sample of each unit, as shown in the picture.)

T: Use your straws to show 4 hundreds. Whisper count as you model.

S: (Bundle and count.)

T: Draw and label 4 hundreds. Whisper count as you draw.

S: (Whisper count and draw.)

T: Whisper count, model with straws, then draw, and label 3 tens.

S: (Whisper count, model, and draw.)

T: Now, whisper count, model with straws, draw, and label 5 ones. If you don't have enough room in the box, use your eraser and try again.

S: (Whisper count, model, and draw.)

T: Tell me the number of each unit in order from largest to smallest.

S: 4 hundreds, 3 tens, 5 ones.

T: The name of that number is…?

S: 435.

T: Yes.

T: Can we decompose 435 a different way? Use your straws to model the different way. Turn and talk to your partner about how you decomposed 435 differently.

S: (Model, turn and talk.)

T: Now, draw and label this new decomposition of 435.

T: Draw and label 4 hundreds. Whisper count as you draw.

T: Whisper count, draw, and label 2 tens.

T: Now whisper count, draw, and label 15 ones. Remember to write as neatly as possible so you have enough room.

T: Tell me the number of each unit in order from largest to smallest.

S: 4 hundreds, 2 tens, 15 ones.

T: Do you recall how many ones make one ten?

S: 10 ones make one ten.

T: The name of the number you decomposed is...?

S: 435.

T: Is it the same number you made with the first model?

S: Yes.

T: How is it different?

S: We used fewer tens and more ones.

T: You can make the same number in different ways by using fewer hundreds and more tens.

T: In the next box down, model with straws, then draw and label 6 hundreds, 7 tens, 3 ones.

S: (Work.)

T: When I say, "Show me your work," hold up your paper so I can see your independent effort.

Have students work with a partner to decompose, model with straws, draw, and label 297 and 1,125 in more than one way.

Student Debrief (5 minutes)

Lesson Objective: Bundle and count ones, tens, and hundreds to 1,200.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

T: Bring your Problem Set to the carpet.

T: Let's read our first number by units.

S: 4 hundreds, 3 tens, 5 ones.

T: How do we say 3 tens 5 ones?

S: Thirty-five.

T: We read this number as four hundred thirty-five. Say it for me.

S: Four hundred thirty-five.

T: How do we say the next number down?

S: Six hundred seventy-three.

T: Excellent. Read the next numbers on your paper to your partner. (Allow time to do so.)

T: To begin our Problem Set, we drew two numbers. 435 is one number. 673 is another number.

T: What are the different units in the number 435, from largest to smallest?

S: Hundreds, tens, ones.

T: So we used three different units to make one number!

T: What is this unit called? (Hold up 1 hundred straws or sticks.)

S: 1 hundred.

T: Discuss with your partner three questions I will write on the board:

1.   How many units of 1 are in 1 ten?

2.   How many units of 10 are in 1 hundred?

3.   How many units of 100 are in **1 thousand**?

T: I hear a lot of intelligent answers. Show me what you know by completing your Exit Ticket. Return to your seat as soon as you have it. If you finish early, count by 10 on the back of your paper as high as you can go!
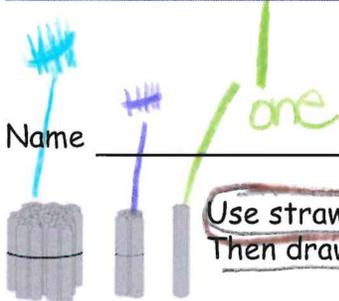
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Build Sketch solve

Name _____ one   Date _____

Use straws to decompose and model the number your teacher tells you. Then draw models of ones, tens, and hundreds in more than one way.

H   T   O
4   3   5

200   90   7

2   9   7
H   T   ones

600   70   3

6   7   3
H   tens   ones

$\dfrac{11}{H}$ $\dfrac{12}{T}$ $\dfrac{5}{O}$

$\dfrac{5}{H}$ $\dfrac{17}{T}$ $\dfrac{3}{O}$
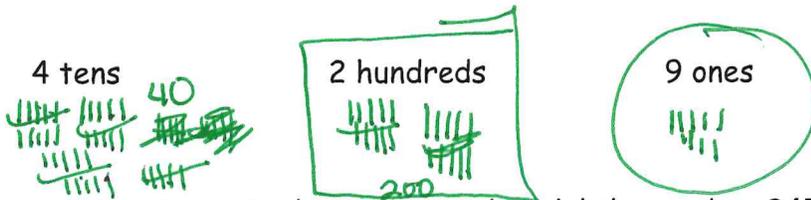
$\dfrac{10}{H}$ $\dfrac{12}{10}$ $\dfrac{5}{1}$

Name _____   Date _____

1. Use your <u>straws</u> to model each number. Then, draw lines to match and make each statement true.

10 tens =   1 thousand

10 hundreds =   1 ten

10 ones =   1 hundred
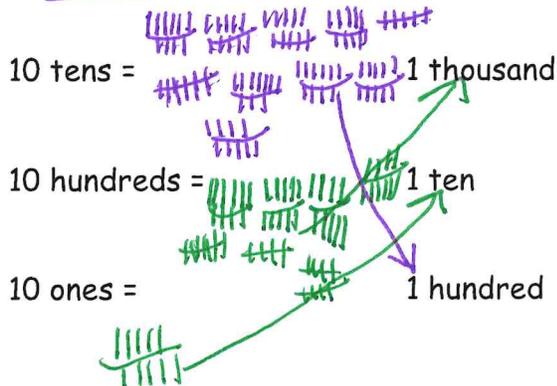
2. Circle the largest unit. Box the smallest.

4 tens   2 hundreds   9 ones
40   200

3. a. Use straws to decompose and model the number 345. Then, draw a picture to match your model. Write the number of hundreds, tens, and ones.
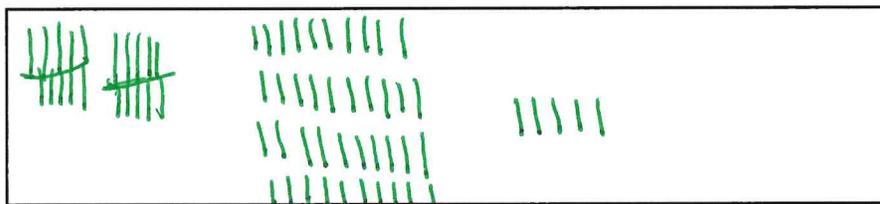
_____2_____ hundreds ____0____ tens ___45___ ones

b. Use straws to decompose and model the number 345 a different way. Then, draw a picture to match your new model. Write the number of hundreds, tens, and ones.

_____ hundreds __34__ tens __5__ ones

Name _____   Date _____

1. 2 ones + _____ ones = 10   2. 6 tens + _____ tens = 1 hundred

    2 + _____ = 10   60 + _____ = 100

3. Rewrite in order from largest to smallest units.

    6 tens   Largest _____

    3 hundreds   _____

    8 ones   Smallest _____

4. There are 15 bundles of 10 straws.

    Write the number in another way. _____ _____ _____

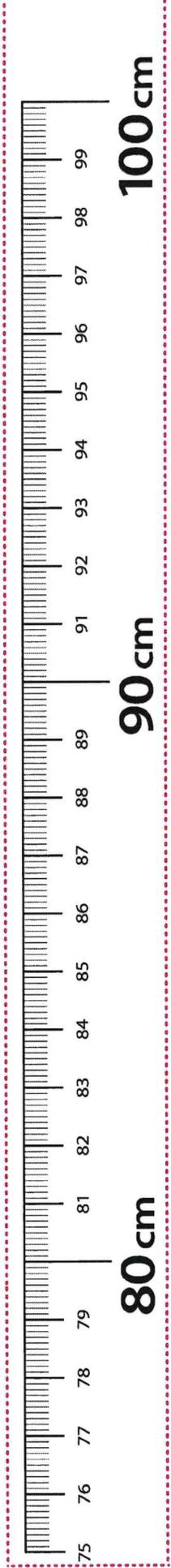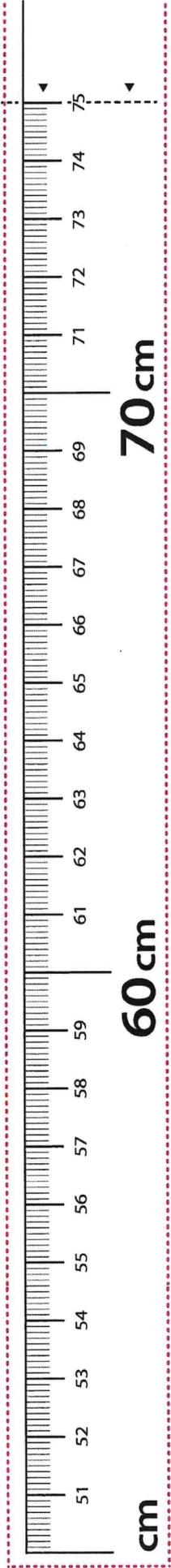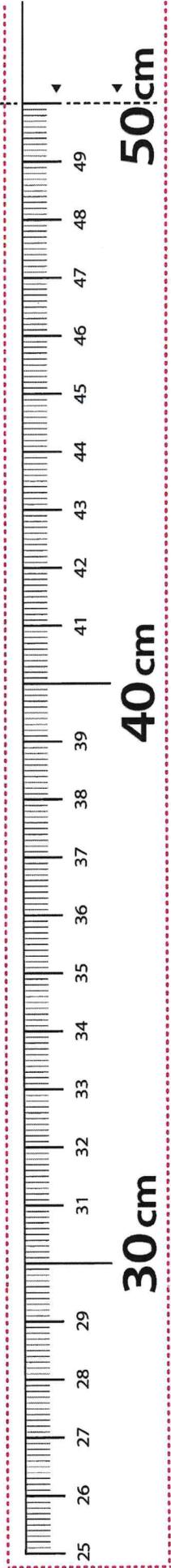   hundreds   tens   ones

5. Draw and solve.

    Moses has 100 stickers. Jared has 60 stickers. Jared wants to have the same number of stickers as Moses. How many more stickers does Jared need?

    Jared needs _____ more stickers.

0 cm 1 2 3 4 5 6 7 8 9 10 cm 11 12 13 14 15 16 17 18 19 20 cm 21 22 23 24 25

25 26 27 28 29 30 cm 31 32 33 34 35 36 37 38 39 40 cm 41 42 43 44 45 46 47 48 49 50 cm

cm 51 52 53 54 55 56 57 58 59 60 cm 61 62 63 64 65 66 67 68 69 70 cm 71 72 73 74 75

75 76 77 78 79 80 cm 81 82 83 84 85 86 87 88 89 90 cm 91 92 93 94 95 96 97 98 99 100 cm

meter strip

LEGEND

- - - - - CUT

- - - - ALIGN EDGE

Lesson 1:   Bundle and count ones, tens, and hundreds to 1,200.