Number and Place Value Prior Assessment Question 3:

Q3: I know the value of each digit and can use the correct vocabulary.

NPV 1: read, write, order and compare numbers up to 1 000 000 and determine the value of each digit

Teacher Input Ideas:

Look at question 3 on the prior assessment task for place value. Discuss with the children the errors they made and establish where the children's gaps are. You may find that the most common error is in understanding the vocabulary.

Give the children digit cards to create different 5 and 6 digit numbers. Encourage the children to say aloud to their partner the number they have created, applying skills taught from the lessons for Q1 and Q2. Use what the children are saying aloud to help model the value of the digit. For example: 756920: the number is seven hundred and fifty-six thousand, nine hundred and twenty. The digit in the hundreds place is 9. The value of this is nine hundred. When I read this aloud I have nine hundred.

Repeat for other numbers. Some children may need support when identifying the amount if there is a zero or a teen number. Discuss together 6717; the digit in the tens column is 1. The value of this is ten. We say seventeen, but we know that teen numbers are created with tens and ones.

Practice Activities

Purple Practice: Most suited for children that made errors in all parts of question 3 of the place value prior assessment task and have little understanding in identifying the different values of digits.

This activity consists of two parts. Part one encourages the children to identify the digit in the place/column asked in each question. This helps children who demonstrated difficulty in question 3c.

Part two encourages the children to explore the correct use of vocabulary to identify the value of a given digit in a number. Ensure that the children are using the correct vocabulary such as "The value of the digit is 60" (not 6 tens). The children have only been given up to 6 digit amounts to secure their understanding before moving on to hundreds of thousands.

Green Practice: Most suited for children that made errors in all parts of question 3 of the place value prior assessment task and will benefit from exploring numbers to 1 million.

As above in the purple task, however this time the children are to explore where a digit has been placed and the value of a digit in a number up to 1 million.

Yellow Practice Most suited for children who made errors in question 3 a and b of the prior learning assessment and have difficulty using the correct vocabulary up to 1 million to determine the value of each digit.

This task encourages the children to explore the correct use of vocabulary to identify the value of a given digit in a number. Ensure that the children are using the correct vocabulary such as "The value of the digit is 60" (not 6 tens). "The value of the digit is ten thousand."

Mastery

Practical: The blocks on the mastery task can be cut up to make this a practical activity. The child should select a card and create a 6-digit number ensuring the criteria on the card is met. For example: I pick the card with eight hundred written on; the number I create is 653842.

If children require a further challenge, the children could be given a calculator to explore how the criteria could be met when adding 2 amounts together. For example, to make the value of the digit in the thousands place nine thousand, this sum could be placed into the calculator: 544894 + 324852= 869746. This requires the children to think about their knowledge of number bonds/ number patterns and place value when adding two amounts together.

Purple

1 a) 2351 b) 10683 c) 12640

d) 31684 e) 40253 f) 15694

g) 64229 h) 98657 i) 9038

2) a) six hundred or 600 b)two thousand or 2000

c) one or 1 d) forty or 40

e) ninety or 90 f) fifty or 50

Green

1 a) 34658 b) 1293 c) 56713

d) 736218 e) 273209 f) 265320

g) 867132 h) 637200 i) 70850

2) a) three hundred or 300 b) four thousand or 4000

c) forty thousand or 40000 d) nine or 9

e) twenty or 20 f) five hundred thousand or 500000

Yellow:

1) Seventy (70) 2) five thousand (5000)

3) nine hundred (900) 4) ten (10)

5) thirty thousand (30000) 6) two thousand (2000)

7) two thousand (2000) 8) Ten thousand (10000)

9) one hundred thousand (100000) 10) zero (0)

11) seven hundred thousand (700000) 12) twenty (20)

BRICKWORK Mathematics

Purple Activity

Lo: I know the value of different digits in numbers up to one hundred thousand

1) Look at the numbers below and circle the correct digit.

a) 2351
The digit in the tens place

b) 10683
The digit in the ones place

c) 12640
The digit in the tens place

d) 31684
The digit in the thousands place

e) 40253
The digit in the hundreds place

f) 15694
The digit in the thousands place

g) 64229
The digit in the tens of thousands places

h) 98657
The digit in the tens of thousands place

i) 9038
The digit in the hundreds place

2) Write the value of each underlined digit.

a) 17651

b) 12324

c) 70621

d) 10948

e) 93671

f) 41256

BRICKWORK Mathematics

Green Activity

Lo: I know the value of different digits in numbers up to one million.

1) Look at the numbers below and circle the correct digit.

a) 34658

The digit in the tens place

b) 1293

The digit in the ones place

c) 56713

The digit in the hundreds place

d) 736218

The digit in the tens of thousands place

e) 273209

The digit in the tens place

f) 265320

The digit in the thousands place

g) 867132

The digit in the tens of thousands place

h) 637200

The digit in the hundreds of thousands place

i) 70850

The digit in the thousands place

2) Write the value of each underlined digit.

a) 12<u>3</u>41

b) 16<u>4</u>322

c) <u>4</u>7654

d) 26878<u>9</u>

e) 39422<u>1</u>

f) <u>5</u>61224

BRICKWORK Mathematics

Yellow Practice

Lo: I know the value of different digits in numbers up to a million.

Write the value of each underlined digit.

1) 908373

2) 25282

3) 283920

4) 736413

5) 837362

6) 362521

7) 522619

8) 814536

9) 180906

10) 789070

11) 700182

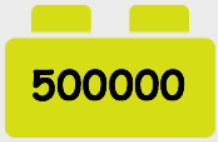
12) 68826

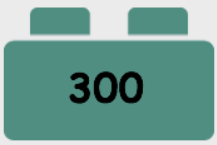
BRICKWORK Mathematics

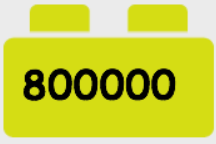
Mastery

Fluency

Below on each block is the value of a digit in a number. On a calculator, type in 5 or 6 digit amounts ensuring that the digit is the value on your block. For example: using block 4000, I can create the number 354269 as the thousands digit has the value of 4000.







Challenge:

1) Write the amounts you have created in words.
2) Can you add two amounts on your calculator to make the value of the digit asked?