

Place Value Question 9 and 10


Objective: I can read amounts up to 300.

I can read 3 digit amounts when a zero is needed.


NPV5 read and write numbers up to 1000 in numerals and in words

Assessment Question 9 and 10:

Prior Learning:

 Number + Place Value	Question 9: I can read amounts up to 300	I feel
Write in words these amounts or say these aloud to a teacher.		
115	<input type="text"/>	
243	<input type="text"/>	
198	<input type="text"/>	

Prior Learning:

 Number + Place Value	Question 10: I can read amounts that have zeroes in them	I feel
Write in words these amounts or say these aloud to a teacher.		
101	<input type="text"/>	
210	<input type="text"/>	
250	<input type="text"/>	

Input: Provide the children with hundred square grids to 300 (purple resource Q13/14/15), place value charts or resources grouped in hundreds, tens and ones. Remind the children how 3 digit amounts are made. What does each digit mean? I have a 3 digit number here, 127. What is the value of the 1? How do I know? I will place this in the hundreds column. I have one hundred. What is the value of the 2. I will place the 2 in the tens column. I have 2 tens but the value of the 2 is twenty so I have one hundred and twenty at the moment. What is the value of the 7. I can place this in the ones column. So I have one hundred and twenty seven. Ask the children to prove they are right with the equipment on their tables. Encourage the children to select either place value charts, resources such as objects grouped on hundreds/tens and ones or hundred grids.

Repeat for other 3 digit amounts up to 300, including teen amounts such as 119. Then target children who need further support with 3 digit amounts that contain zeroes. You may want to split up the inputs to target groups of children using needs of the children from the assessment question.

Practice Activities

Purple Practice: most suited for children who demonstrated little understanding in question 9 of the prior learning assessment and will benefit from securing prior learning.

For this activity the children are provided with figures written on blocks. The blocks can be cut up for the children to select or remain on the sheet. The children may also use grouped objects from prior learning or images of groups of objects organised in tens, ones and hundreds (Green activity Q3/4). Encourage the children to make the amount written on each block with the images/objects. Encourage the children to say the value of the digits and what they have to help them to say the amounts as a whole. Such as I have one hundred and five tens and three ones. I would say this as one hundred and fifty three.

You may want this group to work with an adult to model how to say the number as a whole and the relevance of using 'and' in the correct place. The children are also provided with sheet 2 and 3. These sheets contain key word cards so that the children can select the correct cards to help them to say the amounts in words. The children may need some guidance when faced with numbers such as 119 as they might select the ten card and the nine card. Encourage the children to spot that the number is constructed of one hundred, one ten and nine but we would say this as one hundred and nineteen as the whole amount.

Green Practice: Most suited for children who demonstrated some understanding in Question 9, however need to consolidate reading 3 digit amounts aloud before moving on to amounts containing a zero.

For this activity there are 2 sheets. One sheet has the amounts written in figures for the children to say aloud the amounts in words. The second sheet provides the answer to each block.

This activity can be presented in 2 ways:

- The cards could be cut up and the children to match them.
- The 2 sheets could be stuck together. The top sheet can be cut to make flaps to reveal the answer to the children. This allows the children to have a go at saying the amounts aloud and then they can instantly check if they are correct or not. This also helps you to assess throughout the activity and pick up on any misconceptions. The blocks can always be cut up and placed on to strips of paper to create the flaps by folding in half if this is easier than cutting flaps.

Yellow Practice most suited for children who made errors in question 10 of the prior assessment task and will benefit from reading amounts when zero is included.

The yellow activity is presented in the same format as the green activity, however the children are presented with amounts that contain a zero.

Mastery: Practical team reasoning

Children to be organised in to a group of 4-5 children. Each child to be given a card with a number under 300 written on it. Ask the children not to share their card with others and to keep it hidden. Ask the children to check they know the amount written on it. First child to place their card down and say aloud the amount. The next child is to say if their card is less than or more than the card on the table. How do they know? Can they explain why? Child to read aloud their number and then place the card in the correct place. Repeat as the children go around the group so that children are taking it in turns to place their card in the correct place. By the end, all of the cards should be ordered accurately from smallest to largest. Children to check as a group if they are right and to explain how they know.

Answers:

Purple:

- 1) One hundred and fifty three
- 2) Two hundred and sixty nine
- 3) Two hundred and forty six
- 4) One hundred and nineteen
- 5) One hundred and seventy seven
- 6) Sixty eight
- 7) Two hundred and sixty four
- 8) Two hundred and fifty six
- 9) Two hundred and eleven
- 10) Two hundred and sixteen
- 11) Two hundred and twelve
- 12) One hundred and ninety three.
- 13) One hundred and twenty one
- 14) One hundred and thirteen
- 15) One hundred and ninety one.

Green and Yellow:

Instant feedback provided on the second sheets of the tasks.

Select a purple block. Read aloud the amount written on the block and select the correct green blocks from sheets 2 and 3.

153

269

246

119

177

68

264

256

211

216

212

193

121

113

191

one hundred
and

two hundred
and

ten

twenty

thirty

forty

fifty

sixty

seventy

eighty

ninety

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

Say the amount on each block aloud. Check if you are right by lifting up the flap.

253

164

124

115

211

268

219

291

151

148

112

194

133

276

169

Say the amount on each block aloud. Check if you are right by lifting up the flap.

two hundred
and fifty three

one hundred
and sixty four

one hundred
and twenty
four

one hundred
and fifteen

two hundred
and eleven

two hundred
and sixty eight

two hundred
and nineteen

two hundred
and ninety one

one hundred
and fifty one

one hundred
and forty eight

one hundred
and twelve

one hundred
and ninety four

one hundred
and thirty
three

two hundred
and seventy
six

one hundred
and sixty nine

Say the amount on each block aloud. Check if you are right by lifting up the flap.

160

106

109

112

190

220

096

210

250

204

300

201

101

270

202

Say the amount on each block aloud. Check if you are right by lifting up the flap.

one hundred and
sixty

one hundred and
six

one hundred and
nine

one hundred and
twelve

one hundred and
ninety

two hundred and
twenty

ninety six

two hundred and
ten

two hundred and
fifty

two hundred and
four

three hundred

two hundred and
one

one hundred and
one

two hundred and
seventy

two hundred and
two