Place Value Question 3 and 4

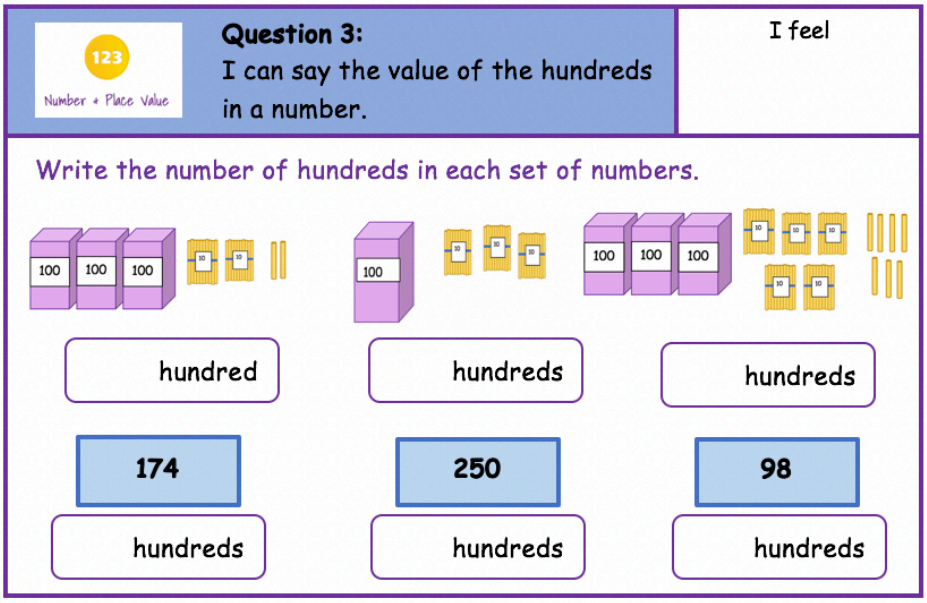
Objective: I can identify the amount of hundreds in a number.

I can identify the amount of tens in a number

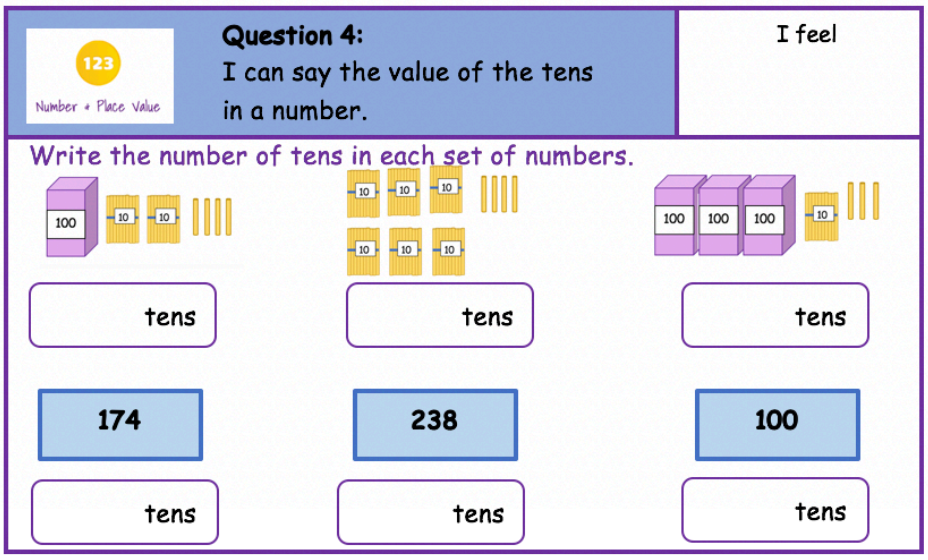
NPV2: recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Assessment Question 3 and 4

Prior Learning:



Prior Learning:



Input ideas:

- Children to have lots of objects to organise into groups of ten, hundred and ones. Each pair or table to write how many they have altogether and then encourage the children to discuss how many tens, ones and hundreds they have. How can you write this as a 3 digit amount? What is the number you have made? How do you know? What does the word digit mean?
- Children to be given images of different amounts, such as in the assessment question. Or if the children demonstrate understanding of how items are grouped in tens and hundreds, base ten equipment can be introduced as a support resource. Children to discuss how much they have been given . How many tens, ones, hundreds they have. Encourage the children to use the correct vocabulary such as I have 5 tens, I have 3 ones and 2 hundreds. I would write this as 253. The value of the 5 digit is fifty.
- Children to hunt for number cards with different amounts up to 300. You may want to differentiate by the type of number you give each child based on the children's needs from the assessment tasks. Some children could hunt for green cards with 2 and 3 digit amounts. Some children could hunt for yellow cards with 3 digit amounts. Orange cards could be used to place 3 digit amounts with zeroes. Children to then make that amount with objects already grouped or images. Children to then use the vocabulary such as I have 5 groups of ten, 2 groups of hundred and 3 ones. I have 253. Model the correct use of vocabulary and ensure the children understand that when we form the number we are saying the value of the groups we have made such as two hundred and fifty three.

Practice Activities

Purple Practice: most suited for children who show misconceptions in questions 3 and 4 in the prior learning assessment tasks.

For children who show great difficulty in answering questions 3 and 4 and will benefit from practical resources. Encourage the children to use the resources they have previously made when counting such as bags of objects or objects in groups of ten/hundreds. Encourage the children to be able to count how many are there without having to count individually. Encourage the children to discuss how many hundreds, tens and ones they have in their groups. How can you write this as a 3 digit number? Why do we need 3 digits? Can we make labels for the groups we have made?

<u>Green Practice:</u> most suited for children who have demonstrated some accuracy in questions 3 and 4, however will benefit from the use of visual representation.

For this activity the children are given images of hundreds, tens and ones and the children are to work out how many hundreds, tens and ones are in each group. Underneath this, they are then to write the number in the green box to help them to understand how 3 digit amounts are formed.

On the second resource sheet, the children are provided with images and they are to make their own amounts using hundreds, tens and ones. If you feel some children need further guidance, you may want to provide them with amounts for them to make with the visual resources.

<u>Yellow Practice</u> most suited for children who showed difficulty in Questions 3 and 4 in the questions with written amounts and no visual representations.

For the yellow activity, the children are provided with blocks with written amounts on. They are to write down the number of tens, hundreds and ones in each amount.

On the second task sheet, the children are given cards with words such as 5 tens, 7 ones, 3 hundreds written on. The children are to select 3 blocks at a time to create a 3 digit number. The sheet can be presented as it is or the blocks can be individually cut out so that the children can select cards on their own or in pairs.

<u>Mastery</u> The children are presented with 4 characters who state how many sweets they each have. The children should read how many of each hundred, ten and ones they have and record this as a 3 digit number.

The children also need to understand how 3 digit amounts are written and the order in which they must be ordered. Such as, they are given statements where the amounts are not written in order: five tens, four individual sweets and three packets of hundred sweets. The children should understand that this would be written as 354. Some children may benefit from using a place value chart or being given practical resources to create the amounts.

Answers:

Green

1) 2 hundreds, 1 ten and 2 ones 212
2) 1 hundred, 4 tens and 4 ones 144
3) 2 hundreds, 6 tens and 3 ones 263
4) 1 hundred, 0 tens and 4 ones 104
5) 2 hundreds, 5 tens and 0 ones 250
6) 2 hundreds, 0 tens and 7 ones 207

Yellow:

1) 1 hundreds, 6 tens and 3 ones
2) 2 hundreds, 1 ten and 6 ones
3) 3 hundreds, 1 ten and 2 ones
4) 2 hundreds, 9 tens and 4 ones
5) 2 hundreds, 0 tens and 6 ones
6) 1 hundred, 5 tens and 0 ones
7) 0 hundreds, 7 tens and 6 ones
8) 1 hundreds, 1 tens and 0 ones
9) 2 hundreds, 0 tens and 1 ones
10)

Mastery:

264 sweets

143 sweets

271 sweets

150 sweets

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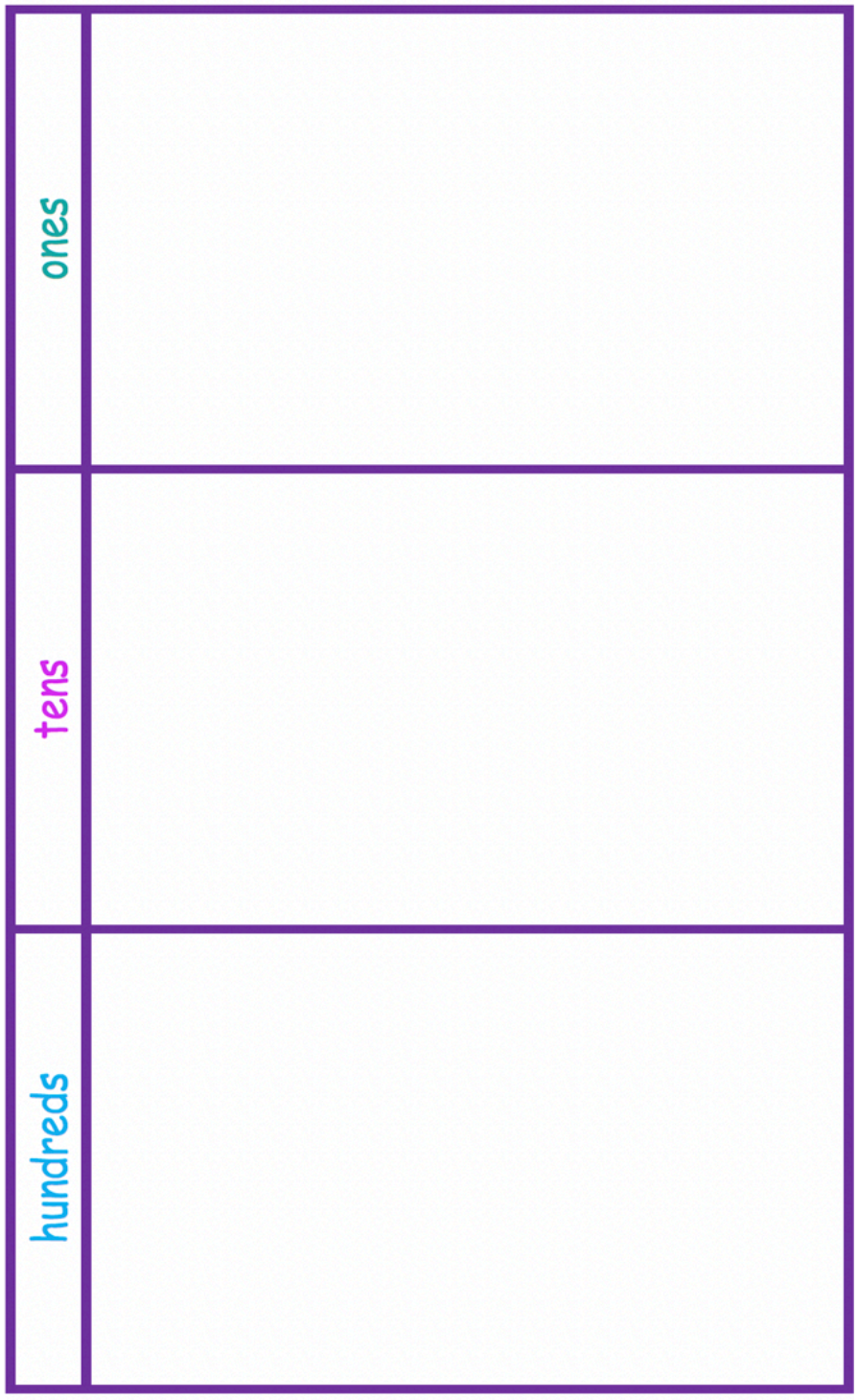
Purple Practice

Practical resource



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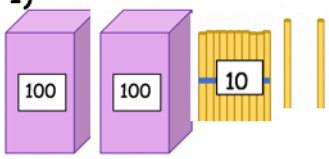
Green Practice

LO: I can say how many hundreds, tens and ones there are in a number.

Look at the images of straws grouped in to boxes of 100, packs of 10 straws and individual ones. Write down how many hundreds, tens and ones there are in each group.

1)

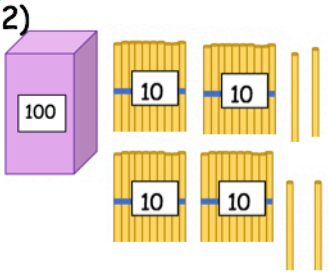


hundreds

tens

ones

2)

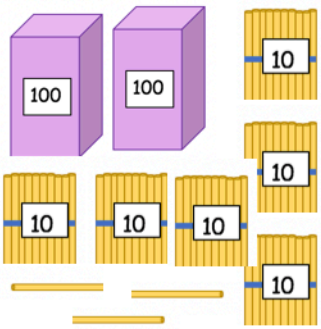


hundreds

tens

ones

3)

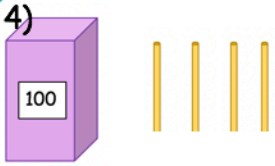


hundreds

tens

ones

4)

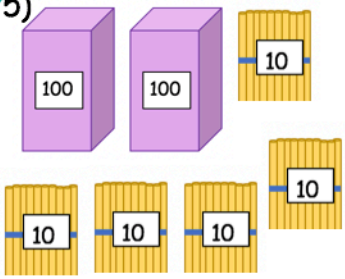


hundreds

tens

ones

5)

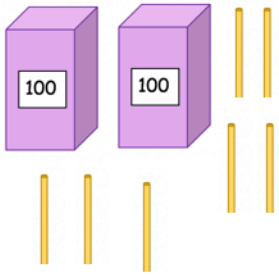


hundreds

tens

ones

6)



hundreds

tens

ones

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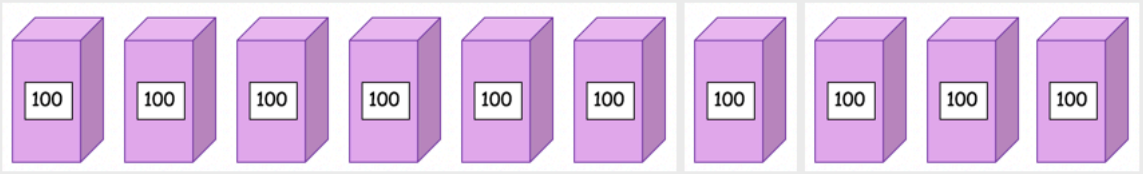
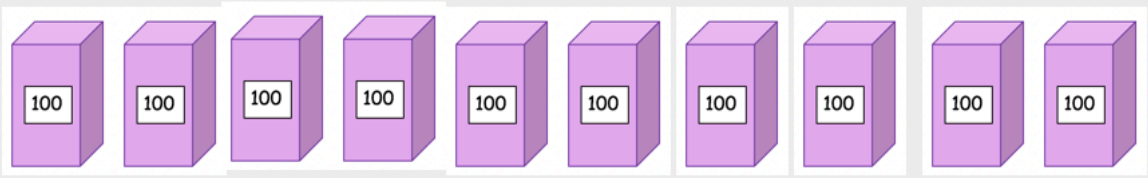
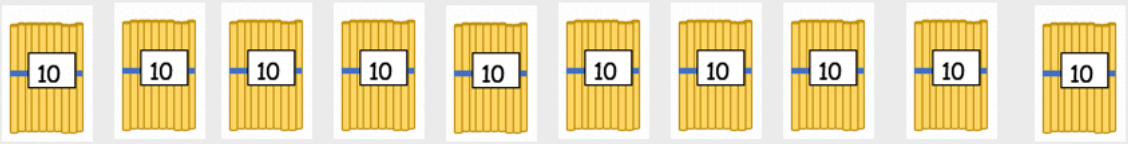
Green Practice

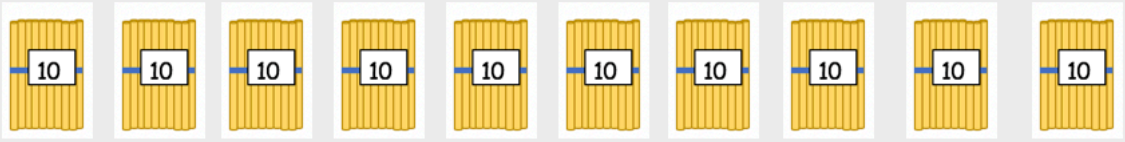
Resource sheet

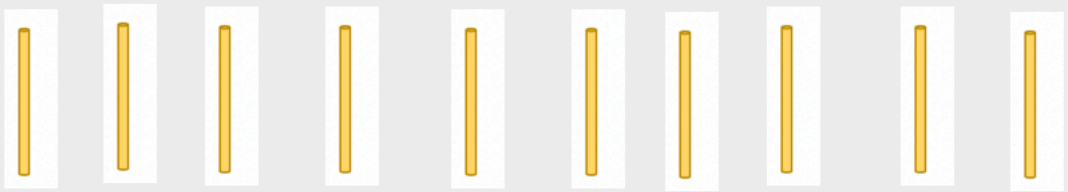
Use the images of groups of hundred, ten and one to make different amounts. Makes sure you write how many tens you have used, hundreds and ones each time.

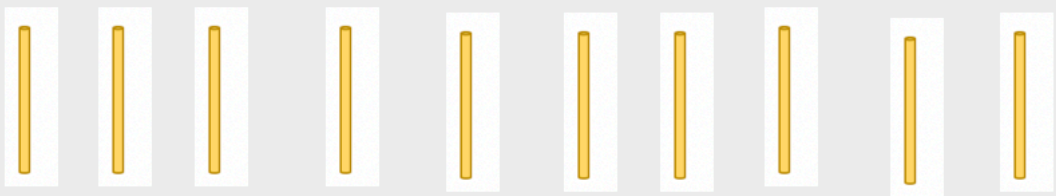












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Practice Activity

LO: I can say how many hundreds, tens and ones there are in a number.

Write how many hundreds, tens and ones there are in each number.

1. **163**
   hundreds
   tens
   ones

2. **216**
   hundreds
   tens
   ones

3. **312**
   hundreds
   tens
   ones

4. **294**
   hundreds
   tens
   ones

5. **206**
   hundreds
   tens
   ones

6. **150**
   hundreds
   tens
   ones

7. **76**
   hundreds
   tens
   ones

8. **110**
   hundreds
   tens
   ones

9. **201**
   hundreds
   tens
   ones

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Yellow Activity

Sheet 2

Choose different blocks to make 3 digit numbers. Write down the numbers you have made.

5 tens	7 ones	4 ones
9 tens	0 hundreds	1 one
8 ones	2 tens	1 hundred
6 tens	3 hundreds	0 ones
2 hundreds	6 ones	0 tens

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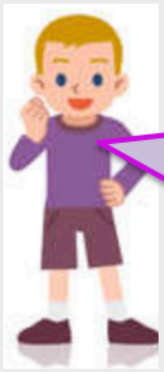
Mastery

Fluency

The children below have different amounts of sweets. They are grouped in sticks of ten sweets, packs of one hundred sweets and individual sweets . Work out how many sweets each child has.



I have 2 packs of hundred sweets, 6 sticks of ten sweets and 4 individual ones.

I have 1 pack of hundred sweets, 4 sticks of ten sweets and 3 individual ones.

I have 7 sticks of ten sweets , 2 packs of hundred sweets and 1 individual sweet.

I have 5 sticks of ten sweets and 1 pack of hundred sweets .