Place Value Question 10 and 11:

Objective: I can identify the largest and smallest amounts.

I can order a set of numbers up to ten thousand.

NPV5: order and compare numbers beyond 1000

Assessment Questions:

Prior Learning:

123 Number + Place Value	Question 10: I can say which number is the largest and which is the smallest.	I feel

In each set of numbers , put L next to the largest number and S next to the smallest number.

1253	3428	9862	2198

5342	5182	7210	7302

4261	4093	4892	498

123 Number + Place Value	Question 11: I can order sets of numbers up to ten thousand.	I feel

Place each set of numbers in order from the smallest to the largest amount:

7868	6543	8876	9000

5060	5006	5660	5659

<u>Input:</u>

- Place key word cards around the classroom such as highest number, lowest number, smallest value, largest value, digit, number, number, increase, decrease. Discuss the meaning of the different vocabulary.

- Place 4 digit numbers on the board or around the room. Ask the children to select one number and use Base Ten or objects grouped to make the amount. Can they say the amounts aloud? Discuss what each digit shows in a number and how these can help to compare amounts. Children may benefit from using place value charts to help them. Ask a few groups to state how much they have. Compare 3 or 4 amounts from the different groups, finding the largest amount and the smallest amount. Place 4 numbers on the board to order from smallest to largest. For children needing more support, images of grouped objects can be placed underneath each amount or the use of a place value chart may help.

- Practise counting – practise counting from any number, crossing different boundaries of ten, hundred and thousand.

- Also provide opportunities for the children to order numbers that are close in value or with similar digits such as: 1002, 1200, 1020 and 1220. Ensure the children are applying their knowledge of the value of each digit and using vocabulary to explain which digits they are looking at first and why. Which digits/ numbers were harder to compare and why? Which is larger 7896 or 1654? How do you know? Explain if you found this easy or difficult to compare. What is each digit showing? Which digit helped you to compare? What about if we compare 3829 and 3856? Which is larger? How do you know? Which digits were important this time? Why? What are the value of the digits?

<u>Practice Activities</u>

<u>Purple Practice</u>: Most suited for children who made errors in Question 10 of the prior learning assessment and will benefit from securing their understanding of the largest and smallest amounts.

For this activity the children are presented with a row of blocks. The children are asked to find the smallest amount in each row. The children can either circle these, mark these with a coloured sticker or a letter s. The children are then asked to find the largest amount from each row. Another suggestion is for the children to cut out the lowest amount blocks and make their own wall with the smallest amounts and then they can repeat this with the largest amounts, making the next row of the wall.

If children are finding it tricky to pick out the largest and smallest amounts from 4 blocks, provide the children with just 2 or 3 blocks at a time from the rows on the task sheet and then gradually provide the children with more once they demonstrate confidence. The children are required to select only the largest and smallest amounts from each set and not order them in this activity. However, if you feel that some children need to order 4 sets of numbers where the amounts are not too close in value, this activity can be used in this way.

Additionally, if the children are finding this tricky, the use of objects grouped in thousands, hundreds, tens and ones or place value charts may help the children to compare the value of each digit.

Green Practice: Most suited for children able answer Question 10 however demonstrated difficulty in Question 11 when ordering sets of numbers.

The children are presented with blocks as in the purple activity, however the children are required to cut these out and order each set from the smallest amount to the largest amount. For questions 4,5 and 6, the children are required to place the blocks in order from largest to smallest amount.

Ensure the children are able to discuss how they are ordering the amounts and how they know which blocks should go where. Which digits are you focusing on in each set? Why? How does this help? Why are some questions harder to order than others? How did you cope with this?

Yellow Practice: Most suited for children who demonstrated understanding in both Questions 10 and 11 .

For this activity the children are presented with blocks as in the green activity. However, for this activity the amounts are written in words. Discuss with the children the different amounts written down in words. Some children may approach the activity in different ways: some children may suggest to write the amounts in digits rather than keeping them in words to help them, and some may tackle the task keeping the amounts written in words. Encourage the children to start the activity first and see if any have problems and then encourage children to share their approaches/strategies after a couple of questions.

Mastery For this activity the children are provided with 3 blocks. The children are to think of a number to place in each middle block. The number can be any number that is higher in value than the first block but lower in value than the third box for each question. The children are to use their knowledge of place value to suggest a suitable number. As the questions continue, the gap narrows between the blocks.

<u>Answers:</u>

Purple:

Smallest	largest
1876	5621
6721	9827
3920	5102
8000	9120
1002	1872
3245	3482

Green:

1)	1008	1982	2189	2999
2)	7098	7658	7890	9807
3)	5534	5986	6235	6578
4)	6212	6201	6098	6012
5)	9988	9898	9890	9889
6)	2220	2202	2020	2002

Yellow:
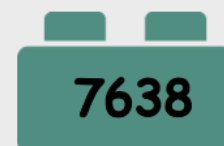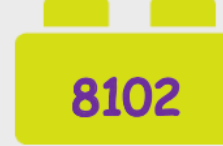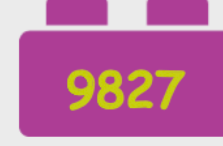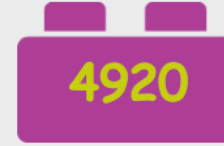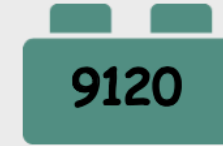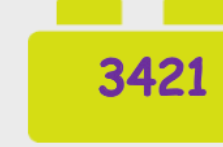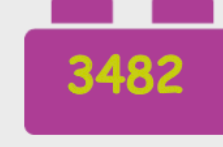
1)	3140	3214	4340	4617
2)	2078	2532	3070	3531
3)	8048	8400	8480	8538
4)	5914	5894	5592	5090
5)	7780	7415	7000	786
6)	9110	9101	9100	9010

Mastery:

Share answers as a group/class

BRICKWORK
Mathematics

Can you find the smallest amount in each row?
Can you find the largest amount in each row?

1) 1876   5621   2346   4938

2) 7638   6721   8102   9827

3) 4920   3920   4189   5102

4) 8728   8000   9120   8516

5) 1020   1002   1872   1543

6) 3245   3290   3421   3482

BRICKWORK
Mathematics

Order these numbers from the smallest amount to the largest amount.

1) 2189   1982   1008   2999

2) 7098   7658   9807   7890

3) 5986   6578   5534   6235

Order these numbers from the largest amount to the smallest amount.

4) 6098   6012   6212   6201

5) 9898   9988   9889   9890

6) 2002   2020   2202   2220

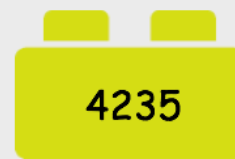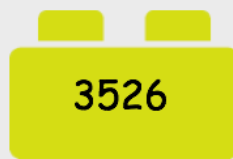## Order these numbers from the smallest amount to the largest amount.

1)
| three thousand, two hundred and fourteen | four thousand, three hundred and forty | three thousand, one hundred and forty | four thousand, six hundred and seventeen |

2)
| three thousand, and seventy | three thousand, five hundred and thirty one | two thousand, and seventy eight | two thousand, five hundred and thirty two |

3)
| eight thousand, four hundred and eighty | eight thousand, and forty eight | eight thousand, five hundred and thirty eight | eight thousand four hundred. |

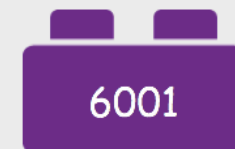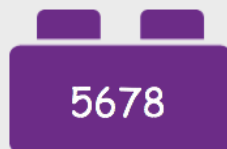## Order these numbers from the largest amount to the smallest amount.

4)
| five thousand, eight hundred and ninety four | five thousand, five hundred and ninety two | Five thousand and ninety | Five thousand, nine hundred and fourteen |

5)
| seven thousand, four hundred and fifteen | Seven hundred and eighty six | seven thousand, seven hundred and eighty | seven thousand |

6)
| nine thousand, one hundred and one | nine thousand and ten | nine thousand, one hundred and ten | nine thousand, one hundred |

BRICKWORK
Mathematics

Look at each set of numbers. Think of your own numbers for the missing green blocks.

1)

| 3526 | | 4235 |

2)

| 5678 | | 6001 |

3)

| 8900 | | 8910 |