Place Value Questions 5 and 6

Objective: I can read 4 digit amounts

I can read 4 digit amounts when a zero is needed.

NPV4 : recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

Assessment Question:

Prior Learning:

Number + Place Value	**Question 5:** I can read 4 digit amounts.	I feel

Read these amounts aloud or write each amount in words.

1452	
7623	
3415	
2198	

Prior Learning :

Number + Place Value	**Question 6:** I can read 4 digit amounts that contain zero.	I feel

Read these amounts aloud or write each amount in words.

2091	
4709	
6100	
7610	

Input: Provide the children with place value charts(with 4 columns) or resources grouped in thousands, 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, 867. What is the value of the 8? How do I know? I will place this in the hundreds column. I have eight hundred. What is the value of the six? I will place the 6 in the tens column. I have 6 tens but the value of the 6 is sixty so I have eight hundred and sixty at the moment. What is the value if the 7. I can place this is the ones column. So I have eight hundred and sixty seven.

Now introduce the children to a 4 digit number such as 2345. Encourage a discussion about the difference between the last number. Which columns in my chart did I use? Which columns will I need to use now? Why are they different? Why is it important I place the digits into the correct columns? If I have a 3 digit number I will use 3 columns. If I have a 4 digit number I will use 4 columns. Can you show me with the resources why ? What do we know about the groups that have been made? Encourage the children to work out that 2345 has 2 thousands, 3 hundreds, 4 tens and 5 units and the value of these digits are two thousand, three hundred and forty five. Some children may also want to use their examples from the yellow activity for Q3/4 lesson.

Repeat for other 4 digit amounts up to 9999, including teen amounts such as 3513. Then target children who need further support with 4 digit amounts that contain zeroes. You may want to split up the inputs to target groups of children using needs of the children using assessment questions 5 and 6. Also you may need to split the activities into 2 lessons if you feel the children will benefit from this.

Practice Activities

Purple Practice: most suited for children who demonstrate little understanding in Question 5 of the prior learning assessment.

Provide the children with digit cards to place on to the place value mat provided on the first sheet of the purple resources. Encourage the children to place digits into each column. Children to make different amounts with the digits. Children to then read aloud the amount they have made. Recap what is in each column from previous learning and what this would like this with objects/Base Ten. Then ask the children to say the value of each digit. Encourage the children to read aloud as a 4 digit number.

Children to write in words the amount they have made with the digit cards. Children could record down the digits too or capture their learning with photographs. If children find it tricky to write down in words, sheets 2,3 and 4 of the purple task contain blocks with key words on. These can be used as key word mats or some children may benefit from cutting out the correct blocks and placing these on to their place value chart underneath each digit to help them.

<u>Green Practice:</u> Most suited for children who demonstrate some understanding in Question 5, however need to consolidate reading 4 digit amounts 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 can be cut up and the children to match them.
- The 2 sheets can 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 amount 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.

<u>Yellow Practice</u> most suited for children who made errors in question 6 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 at least one zero.

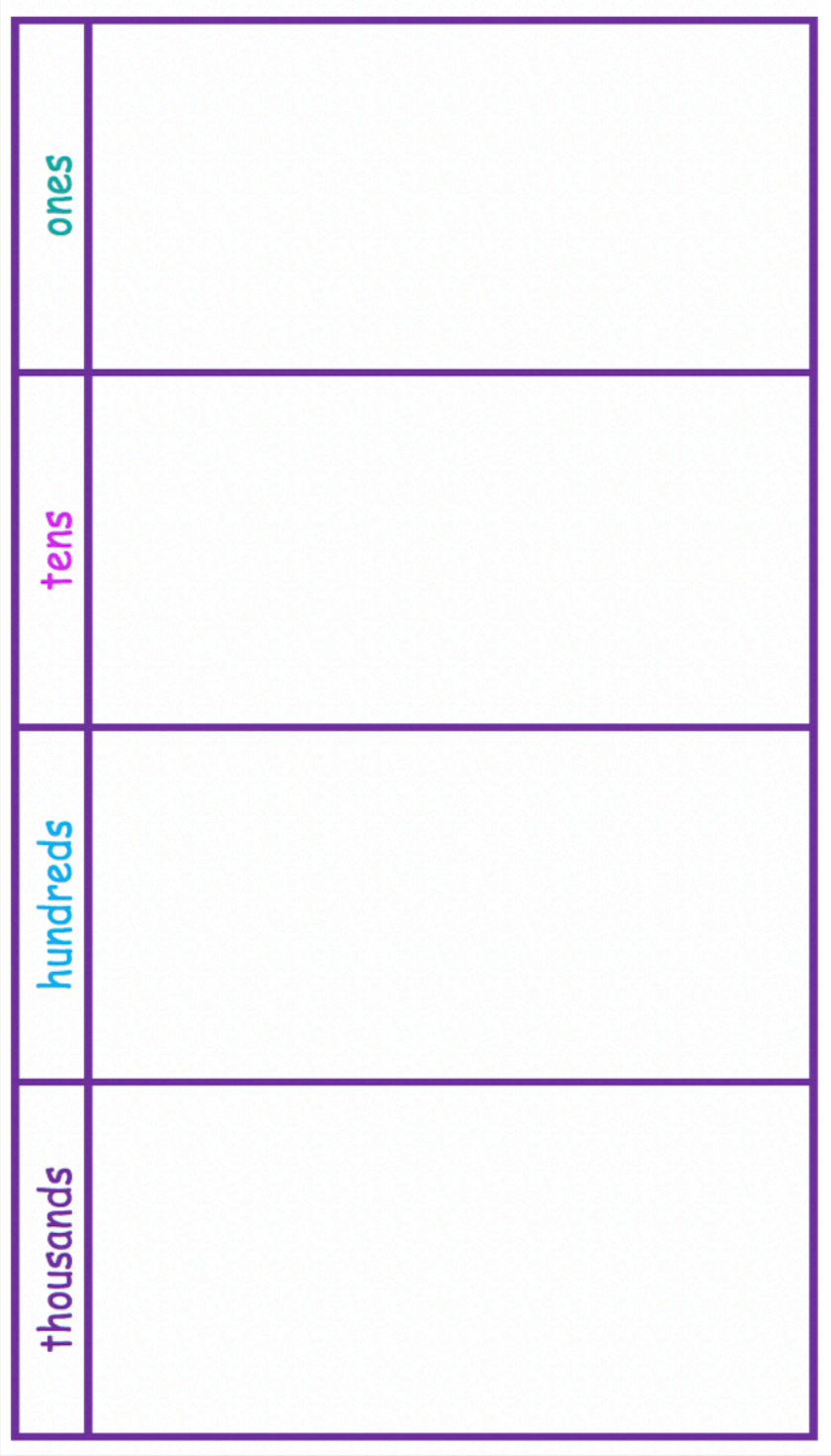
<u>Mastery:</u> Practical team reasoning

Children to be organised in to a group of 4-5 children. Each child to be given a card with a number under 10000 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? Each child is 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.

BRICKWORK Mathematics

Purple Practice

Resource sheet



BRICKWORK Mathematics

Purple Practice

I can read 4 digit amounts

Sheet 2

one thousand	two thousand	three thousand
four thousand	five thousand	six thousand
seven thousand	eight thousand	Nine thousand
one hundred and	two hundred and	three hundred and
four hundred and	five hundred and	six hundred and

BRICKWORK Mathematics

Purple Practice

I can read 4 digit amounts

Sheet 3

seven hundred and	eight hundred and	nine hundred and
twenty	thirty	forty
fifty	sixty	seventy
eighty	ninety	one
two	three	four

BRICKWORK Mathematics

Purple Practice

I can read 4 digit amounts

Sheet 4

five	six	seven
eight	nine	ten
eleven	twelve	thirteen
fourteen	fifteen	sixteen
seventeen	eighteen	nineteen

BRICKWORK Mathematics

Green Practice
LO: I can read 4 digit amounts

Sheet 1

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

2583	1724	8129
2345	3333	6718
2891	5423	1522
1419	1512	4412
9827	9999	7673

BRICKWORK Mathematics

Green Practice
LO: I can read 4 digit amounts

Sheet 2

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

two thousand, five hundred and eighty three	one thousand, seven hundred and twenty four	eight thousand, one hundred and twenty nine
two thousand, three hundred and forty five	three thousand, three hundred and thirty three	six thousand, seven hundred and eighteen
two thousand, eight hundred and ninety one	five thousand, four hundred and twenty three	one thousand, five hundred and twenty two
one thousand, four hundred and nineteen	one thousand, five hundred and twelve	four thousand, four hundred and twelve
nine thousand, eight hundred and twenty seven	nine thousand, nine hundred and ninety nine	seven thousand, six hundred and seventy three

BRICKWORK Mathematics

Yellow Practice

LO: I can read 4 digit amounts (with zeroes)

Sheet 1

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

1560	9106	1909
3001	7012	8220
9096	2080	6006
5500	3000	2901
9000	9090	9009

BRICKWORK Mathematics

Yellow Practice
LO: I can read 4 digit amounts

Sheet 2

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

one thousand, five hundred and sixty	nine thousand, one hundred and six	one thousand, nine hundred and nine
three thousand and one	seven thousand and twelve	eight thousand, two hundred and twenty
nine thousand ninety six	two thousand and eighty	Six thousand and six
five thousand five hundred	three thousand	two thousand, nine hundred and one
Nine thousand	Nine thousand and ninety	Nine thousand and nine