Place Value Question 7 and 8

Objective: I can write 4 digit amounts in figures

I can write 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 7 and 8

Prior Learning:

Question 7:
I can write 4 digit amounts in figures

I feel

Write these amounts down using digits.

one thousand , seven hundred and sixty three

four thousand, five hundred and ninety seven

six thousand, two hundred and eleven

Prior Learning:

Question 8:
I can write 4 digit amounts in figures when a zero is needed

I feel

Write these amounts down using digits.

three thousand and fifteen

five thousand, one hundred and eight

two thousand, six hundred and forty

Input Ideas:

- Recap the word digits which is used in question 7/8. What is the meaning of this? Explore the meaning of the words numeral, digits and figures. Create a display of this vocabulary around the classroom so that the children become familiar with it.
- Ask children to say aloud a 4 digit amount. The rest of the class to record down the amount that has been said. Can the children write it down as a four digit amount? What amounts can they hear? How do they know they need four digits. What about in two thousand and sixteen? What can the children hear? How will they record this? Any children who are finding this hard could be provided with a place value chart. Encourage children to model what amounts they can hear and why they have to use some zeroes.
- Make a mistake for children to spot your error and correct you. Two thousand, four hundred and fifty three. I can hear:
  2000 , 400, 50 and 3 so I would write this as 2000400503.
  Get the children to explain your mistake and write it correctly.
- Using the purple resource sheets 2,3 and 4 from lesson 5/6, display the amounts written in words either on tables or around the classroom. Children to create their own 4 digit amounts using these words. Children to then write these in digits.

Practice Activities

Purple Practice: most suited for children who demonstrated difficulty in Question 7 and may need support.

Using the word cards provided in the purple activity for Q5 and 6, cut up the blocks with the written words on. Place these into piles of thousands, hundreds tens and ones. (You may want to keep the teen cards to the side until the children show confidence.)

Children to pick one card from each pile. For example: blocks with three thousand, five hundred and sixty four. Encourage each child to place the words into the correct columns on their place value charts . Now ask the children to show this with the base ten equipment or the objects they have grouped at the start of the unit. Now ask the child to write a digit into each column to show this. Photographs could be taken or children could stick the blocks into their books and write the 4 digit amount next to this.

<u>Green Practice:</u> Most suited for children who need to secure writing 4 digit amounts and demonstrated some misconceptions in Question 7.

Practical game: children to cut out the spinners provided. There is spinner for thousand, hundred, ten and one. Children to spin the thousand spinner first. Children to write this down in words and then think about the digit needed. Children to then repeat with the other spinners so that they create a 4 digit amount. For example

two thousand, three hundred and fifty four

2354

The children need help with identifying the place for commas or and

Additionally you may want to replace the ten and one spinner for the teen spinner once the children show confidence and discuss with children how this makes a difference to the amounts. How many tens are in the teen numbers? How many ones in this teen number? What are the value of these digits? How will I say the 4 digits as a whole?

<u>Yellow Practice</u> most suited for children who made errors in Question 8 and will benefit from writing amounts when a zero is needed.

For this activity the children are provided with 4 digit amounts written in words. Encourage the children to read aloud the amounts written in words. Once the children are clear with an amount, ask them to record this in figures. Discuss the use of the vocabulary such as digits, figures and numerals. The amounts the children are provided with contain zeroes. The children need to be able to explain how they can write the number down using digits and why we use zeroes. What if the zero was not there, how will it change the amount? Why do we need to use 4 digits? Why can't we use 2 or3 digits? Why can't we use 5 digits? For example if I have 1000 sweets and add 1 more why can't I write 1000 first and then add a one digit? (1000 and 1 = 10001). Children may benefit from the use of a place value chart to explain their understanding.

<u>Mastery</u> For this mastery task, the children are provided with amounts written in words and need to write these in figures into the correct boxes. The children should be encouraged to suggest starting points to help them to solve this problem such as:

- writing the amounts in figures first underneath each written amount
- counting how many places each set of boxes has to help them to decide which amounts can be ruled out straight away.
- looking for any clues in the digits that have been provided in the boxes already

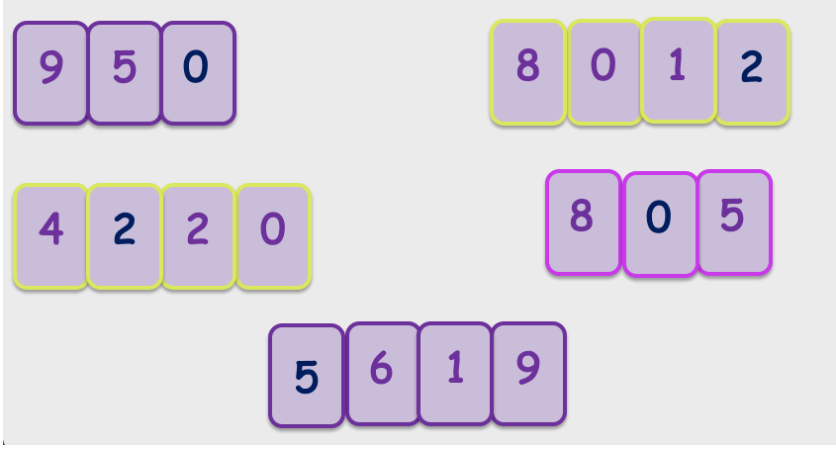
The children are required to apply a variety of problem solving skills, apply their understanding of using zero as a place holder and write amounts in figures.

Answers:

Yellow:

a) 6018	b) 5801	c) 4290	d) 3054
e) 9070	f)7000	g) 1001	h) 2600

Mastery:



BRICKWORK Mathematics

Purple Practice

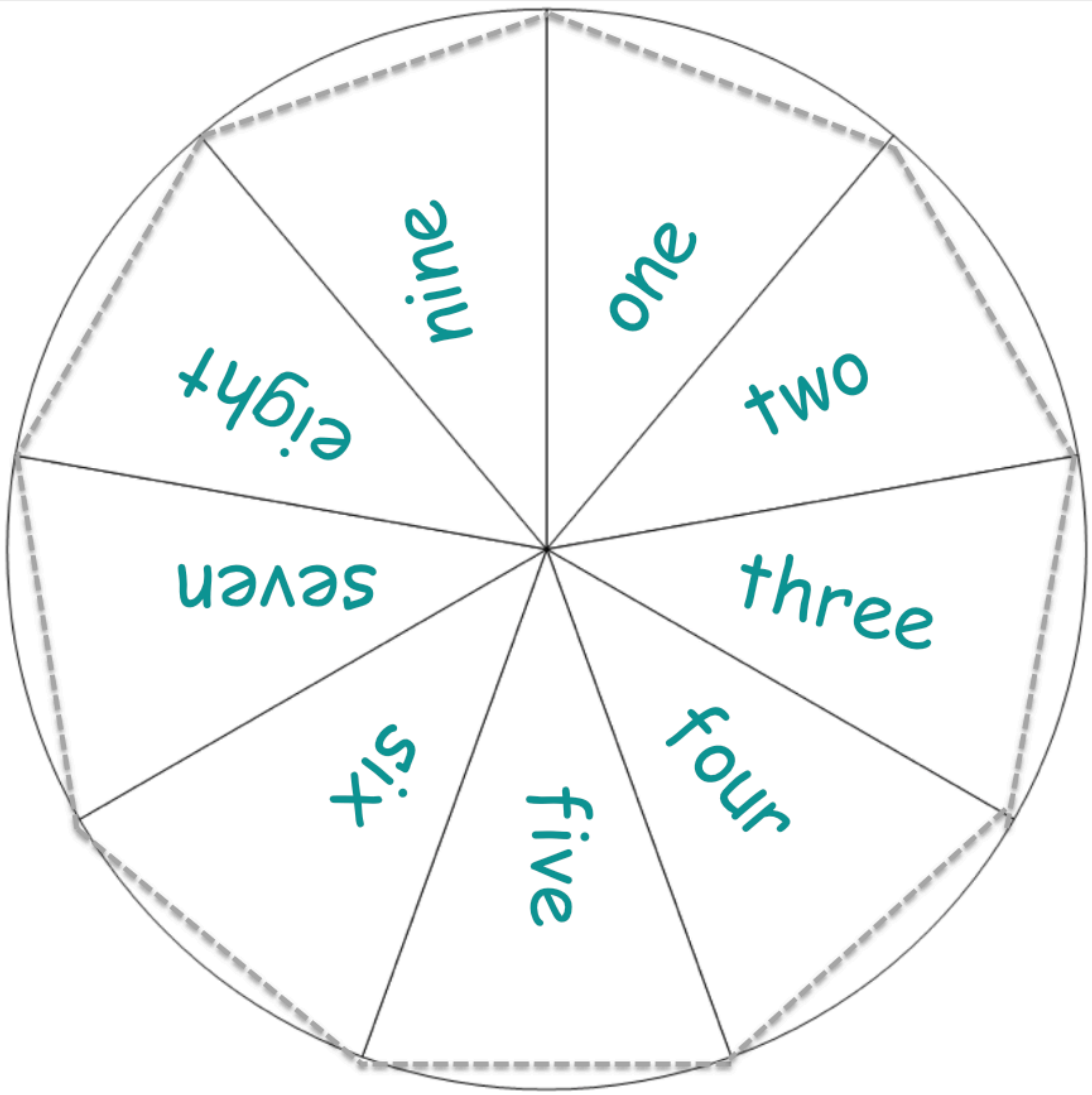
Resource sheet

ones	
tens	
hundreds	
thousands	

BRICKWORK Mathematics

Green Practice

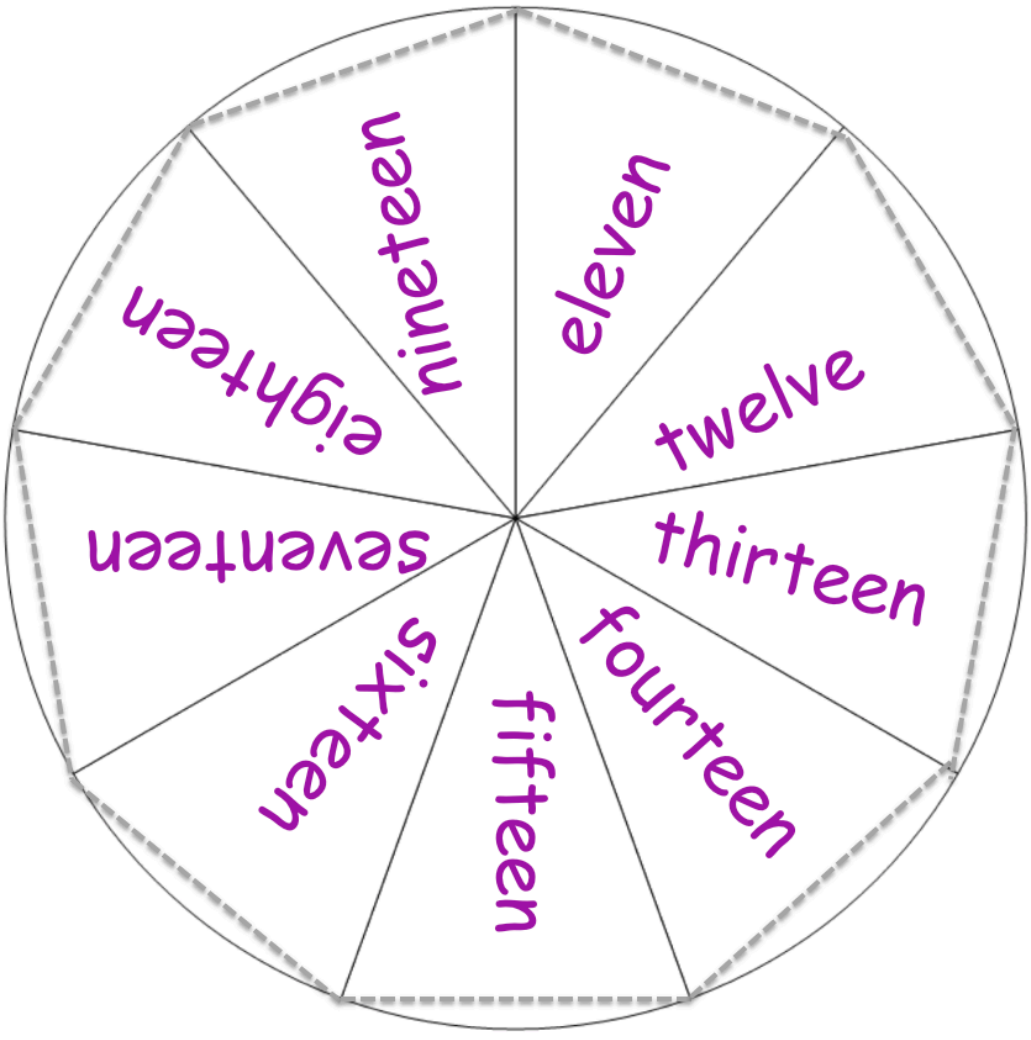
One spinner



BRICKWORK Mathematics

Green Practice

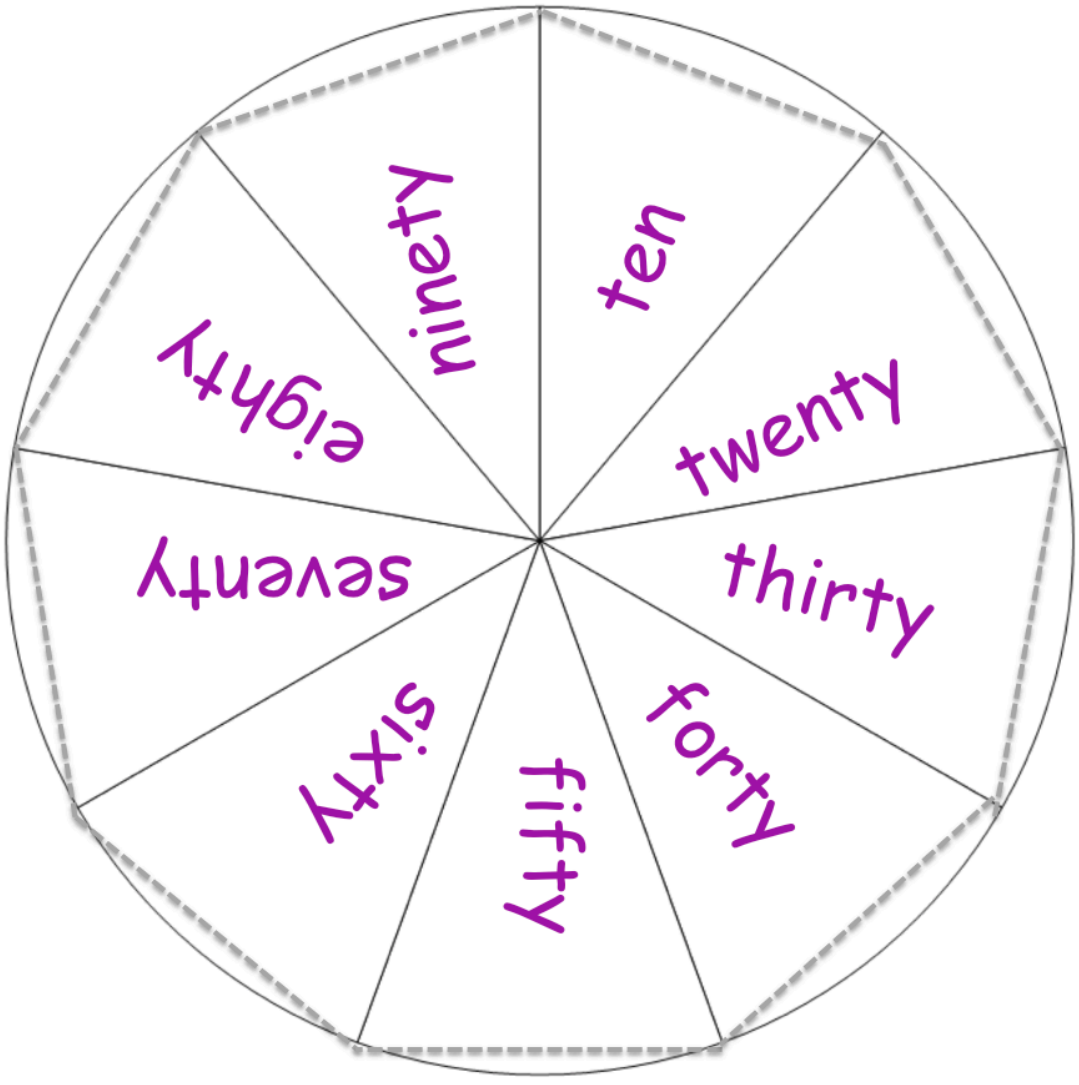
teen spinner



BRICKWORK Mathematics

Green Practice

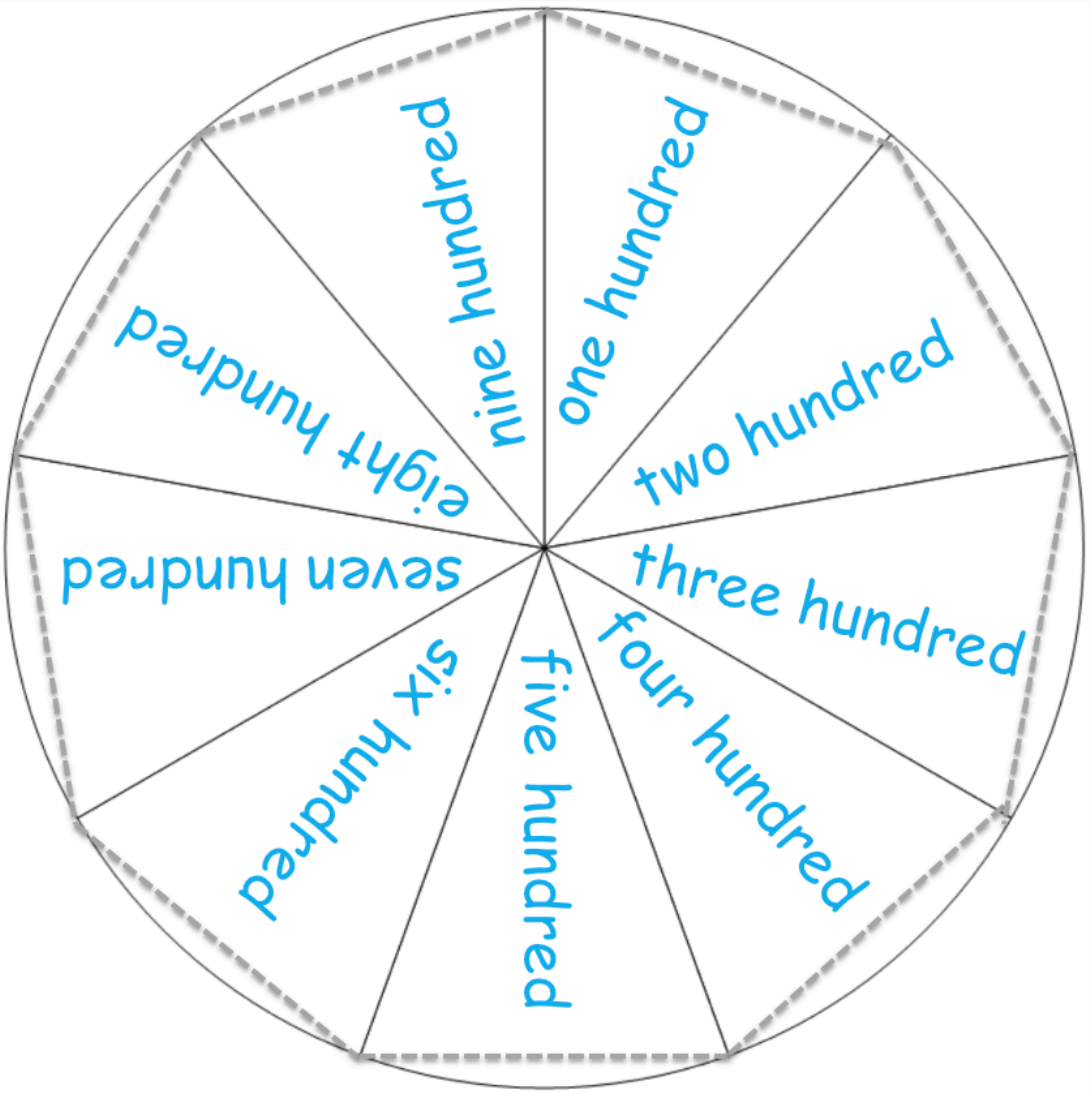
tens spinner



BRICKWORK Mathematics

Green Practice

hundred spinner



BRICKWORK Mathematics

Green Practice

thousand spinner

BRICKWORK Mathematics

Yellow Practice

I can write 4 digit amounts in figures (including the use of zero) .

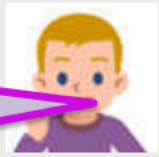
Read the amount said aloud by each child. Write these down using digits.

a)

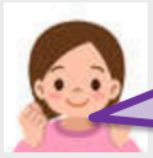
six thousand and eighteen

b)

five thousand, eight hundred and one



c)



four thousand, two hundred and ninety

d)

three thousand and fifty four

e)

nine thousand and seventy

f)

seven thousand

g)

one thousand and one

h)

two thousand and six hundred

BRICKWORK Mathematics

Mastery

Problem solving

Look at the amounts written in words and write these amounts in figures, selecting the correct set of boxes.

five thousand six hundred and nineteen

four thousand two hundred and twenty

eight hundred and five

eight thousand and twelve

nine hundred and fifty