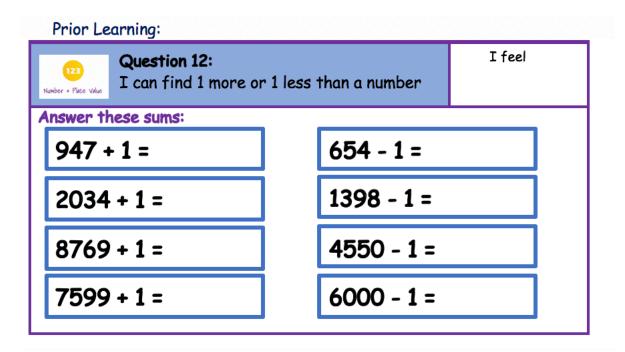
# Place Value Question 12

Objective: I can say one more and one less than a 4 digit

### Assessment Question



## Teacher Notes:

Once the children have organised and grouped objects over a thousand, ensure that the children have regular opportunities to count from different 4 digit numbers. Explore counting forward and back in ones from different 4 digit amounts and ensure that the children have opportunities to cross boundaries of ten, hundred and thousand.

Explore counting from different numbers as a class. Discuss the pattern in numbers and which numbers are easy to count on and back from and which ones are more difficult. Use a place value chart for children who are having difficulty with crossing boundaries of ten. Objects or base ten can also be used alongside examples to model making a new group of ten and that is why a digit in the next column may change. Also explore how this works when subtracting and counting backwards.

### Practice Activities

<u>Purple Practice</u>: most suited for children who showed difficulty in Question 12 of the prior learning assessment and will benefit from focusing on 3 and low 4 digit amounts.

In the purple task the children are presented with number blocks that have 3 or 4 digit amounts displayed. In the green boxes the children are required to write the number before and after the one displayed on the purple block. If children are having difficulty with this the use of a place value chart or objects grouped as ten, hundred and thousand may help children to add one more and to see that in these examples that it is only the one that changes.

<u>Green Practice</u>: Most suited for children who made some errors in Question 12 and will benefit from completing sequences with numbers over 1000.

For the green task the children are presented with number blocks that have a sequence of numbers presented on them. The children are required to fill in the missing amounts in each sequence, counting both on and back in ones. If children are having difficulty with this, the use of a place value chart or objects grouped as ten, hundred and thousand may help. Children to add one more and to notice that in these examples the ten, hundred and thousand do not change.

<u>Yellow Practice</u>: Most suited for children who show accuracy in top section od Question 12 however make errors when presented with amounts where they are required to cross a ten or hundred or thousand boundary (the last 2 addition and subtraction questions).

The yellow activity is presented in the same way as the green activity, however the number blocks provided encourage the children to cross a ten, hundred or thousand boundary when either one is added or subtracted.

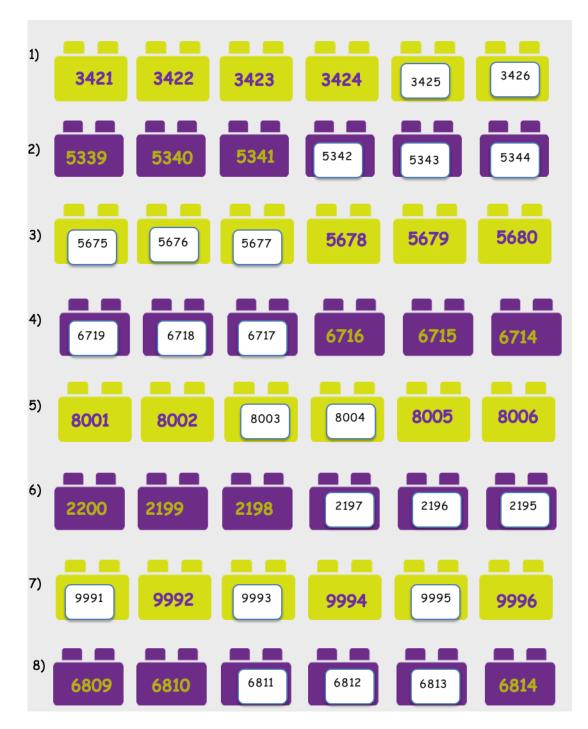
#### Mastery: - Problem solving

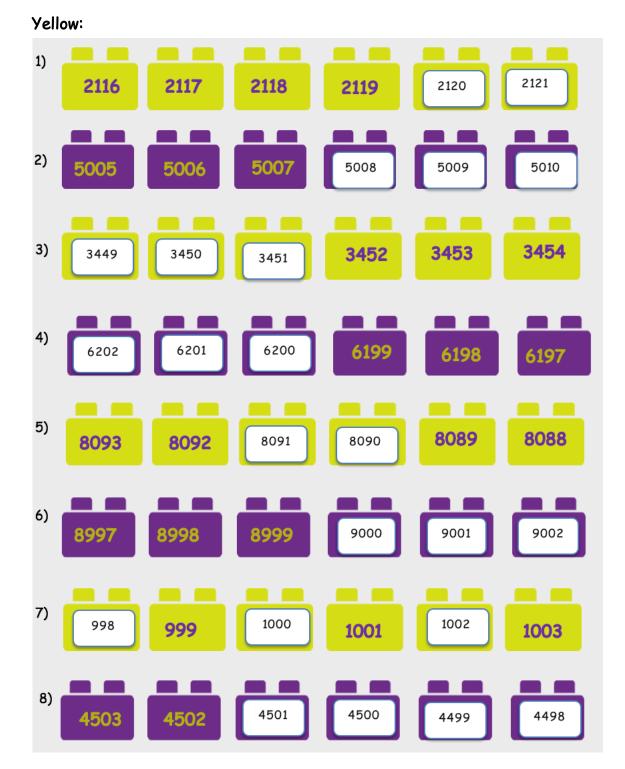
The children are given a problem to solve involving house numbers which they are asked to work out where Sorayah lives. The children can apply their knowledge of counting on and back with numbers over 1000. Some children will be able to work this out mentally and some children may need to label the house numbers underneath the picture provided to help them to solve the problem. Encourage the children to talk about their strategies for solving the problem. Encourage the children to look carefully at the vocabulary used and work out that there are 2 possibilities for Sorayah's house number. A further challenge is provided for the children to work out the house number if all of the houses on that side of the road were odd.

#### Answers:

<b>Purple:</b> a)563, 564, 565	b) 786, 787, 788
c) 961, 962, 963	d) 1044, 1045, 1046
e) 1177, 1178, 1179	f)1113, 1114, 1115
g) 3854, 3855, 3856	h) 1292, 1293, 1294
i) 2455, 2456, 2457	j) 3512, 3513, 3514

Green:





# Mastery:

Sorayah could either live at house number 1999 or 1993



Purple Practice

Lo: I can say one more and one less than a 3 or 4 digit amount.

Look at the number written on each purple block. Write the number before and the number after in the green boxes.

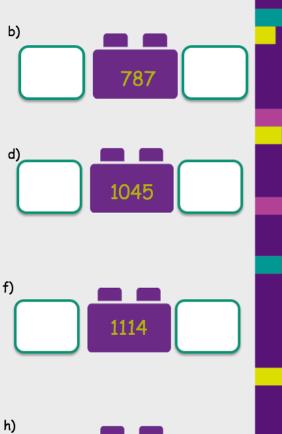
















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Green Practice

Practical resource

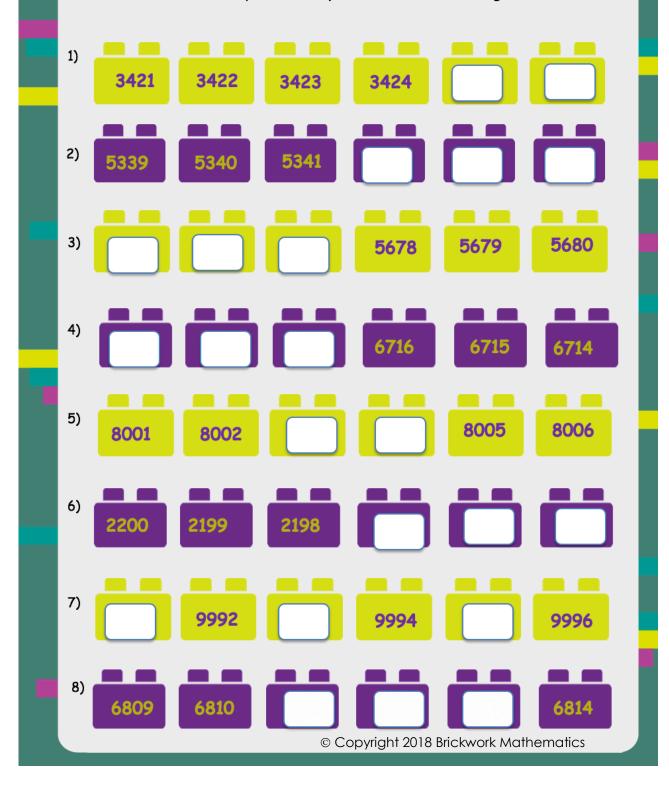
	ones		
	tens		
	hundreds		
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**Green** Practice

Lo: I can count on and back from a 4 digit number in ones.

Look at each number sequence. Can you work out the missing numbers?

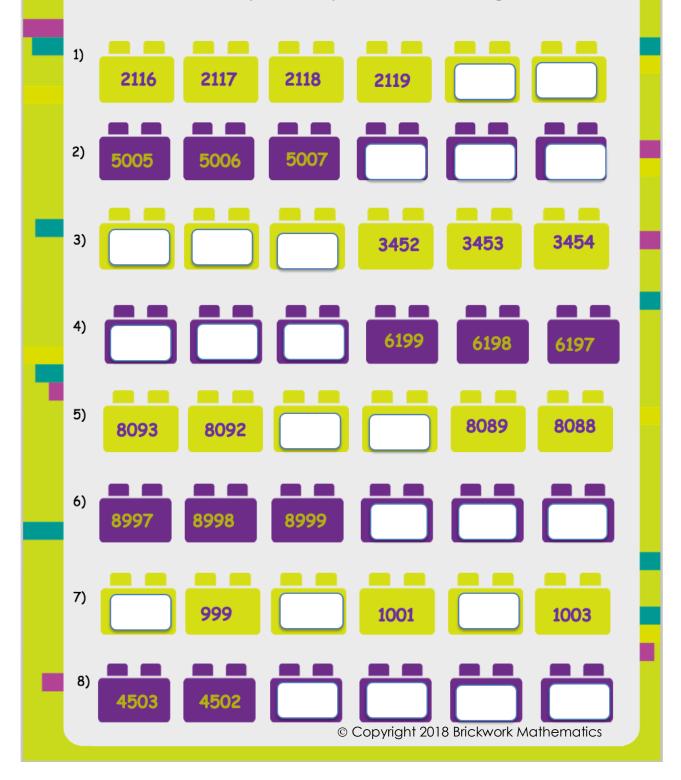


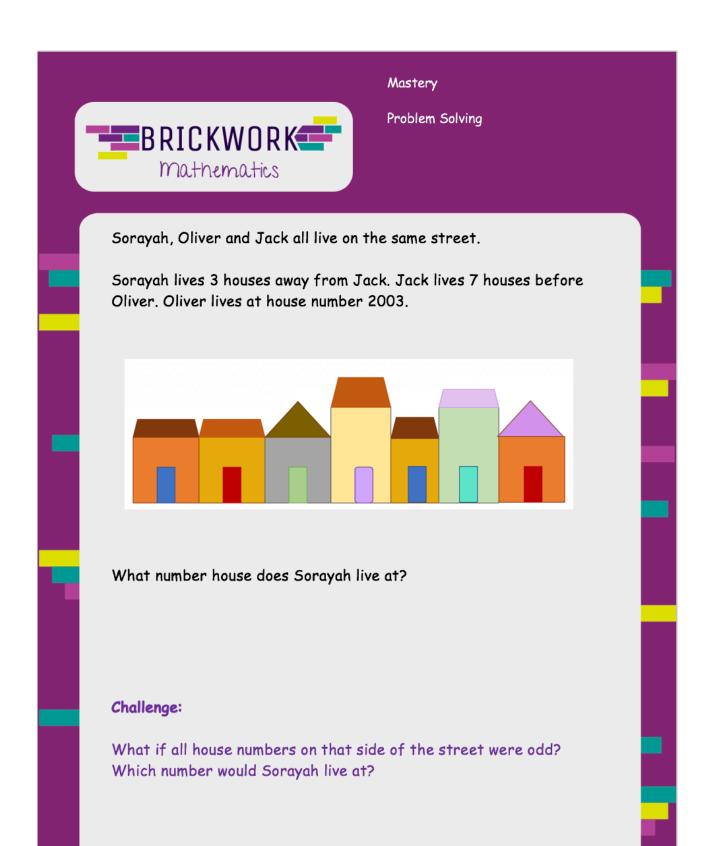


**Yellow Practice** 

Lo: I can count on and back from a 4 digit number in ones (crossing boundaries).

Look at each number sequence. Can you work out the missing numbers?





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