Place Value (within 20)

Master The Curriculum

1

Fluency Teaching Slides

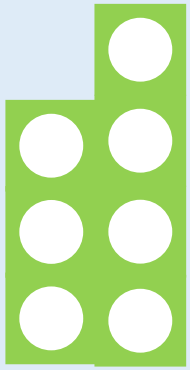
Count & Write Numbers to 20

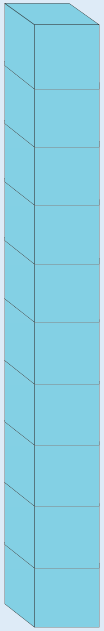
1

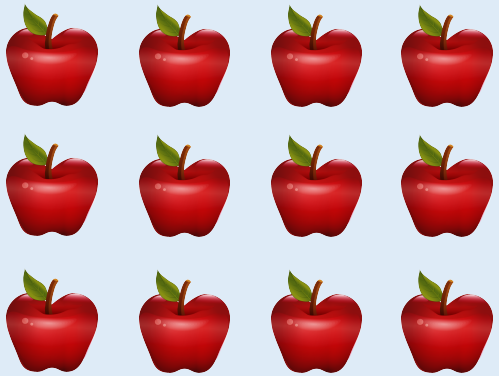
Fluency Teaching Slides

Activity 1 Count & Write Numbers to 20

Match the representations to the correct numeral.





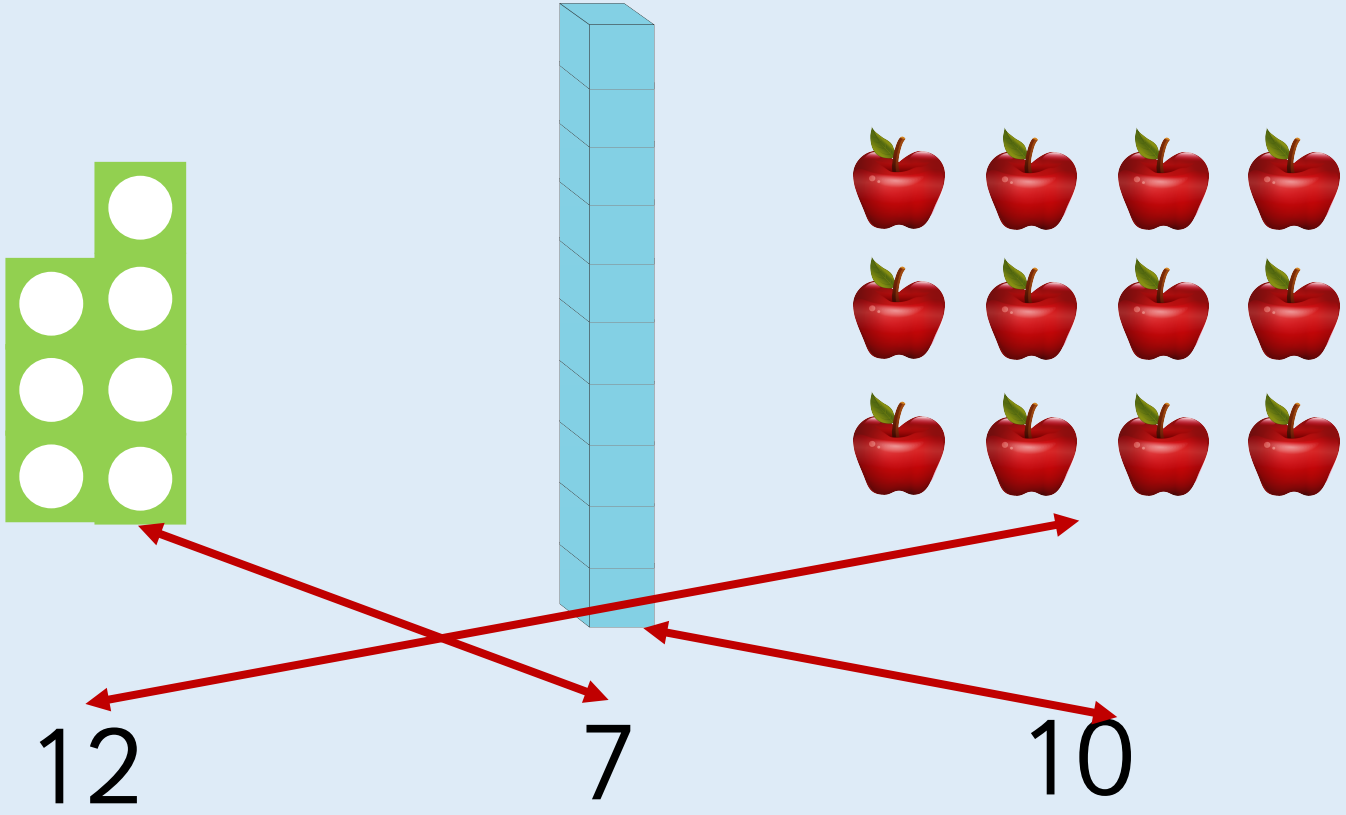


12 7 10

What comes after the number 10?

Activity 1 Count & Write Numbers to 20

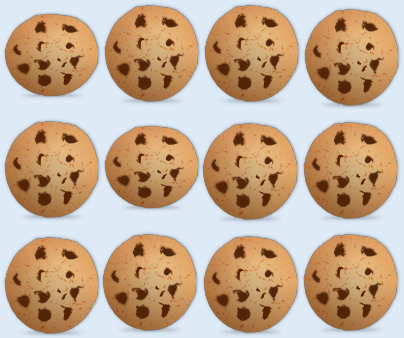
Match the representations to the correct numeral.

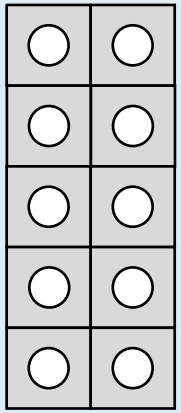


Activity 1

Count & Write Numbers to 20

Match the representations to the correct numeral.





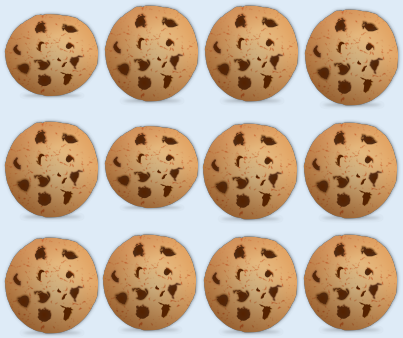
8

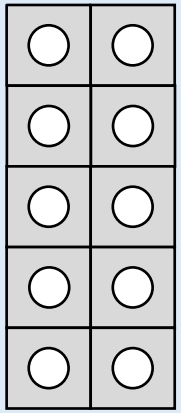
10

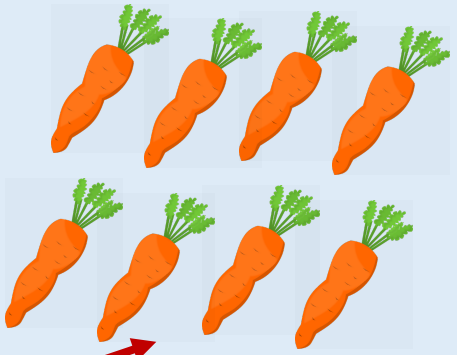
12

Activity 1 Count & Write Numbers to 20

Match the representations to the correct numeral.







8

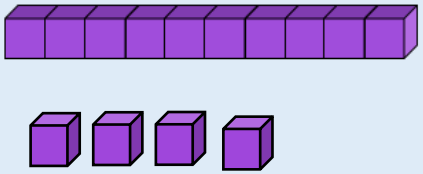
10

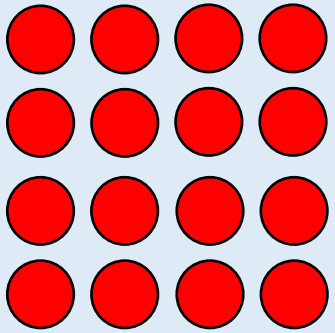
12

Activity 1

Count & Write Numbers to 20

Match the representations to the correct numeral.





13

16

14

Activity 1

Count & Write Numbers to 20

Match the representations to the correct numeral.

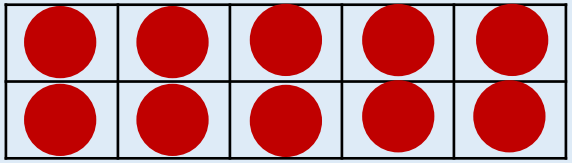
13

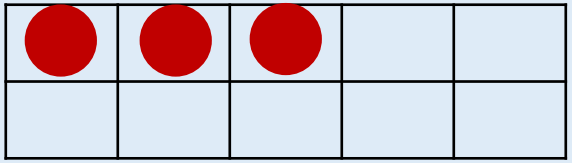
16

14

Activity 2 Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.





Use your own ten frames to show the number:

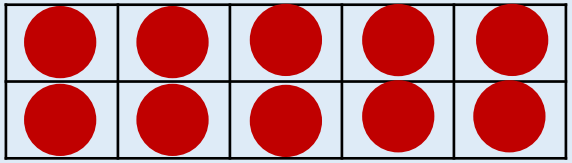
Fourteen 18 Nine 16

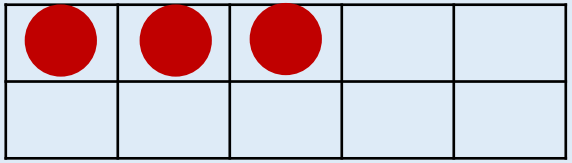
What do you notice about the ends of most of these numbers?

Activity 2

Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.





13

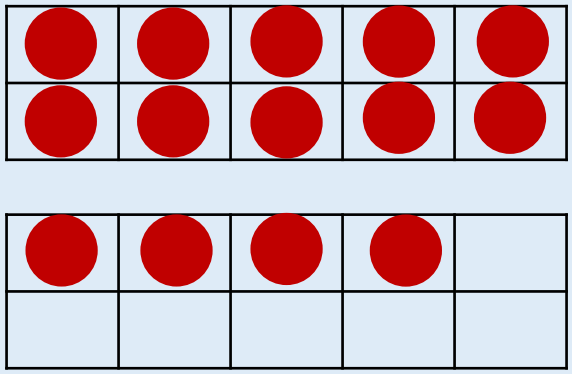
Thirteen

Activity 2

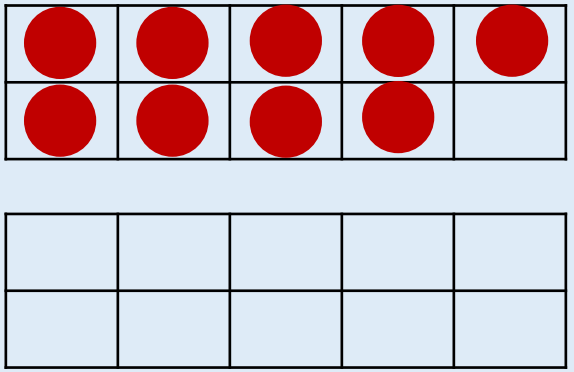
Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.

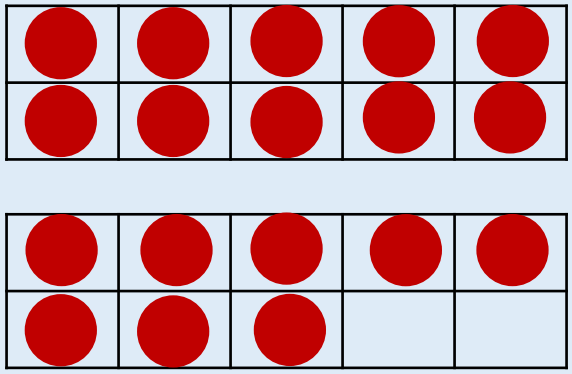
Fourteen



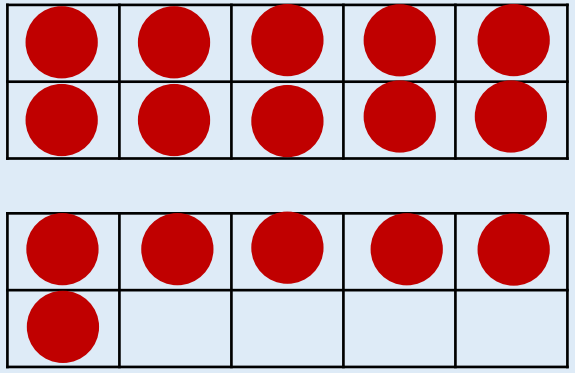
Nine



18

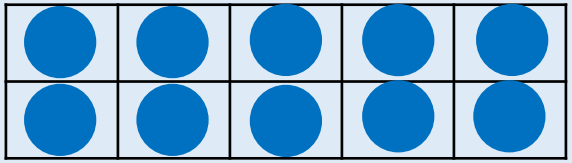


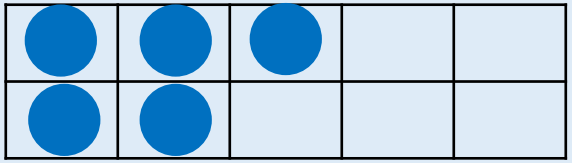
16



Activity 2 Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.



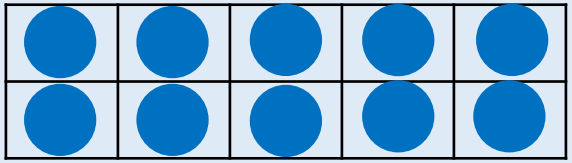


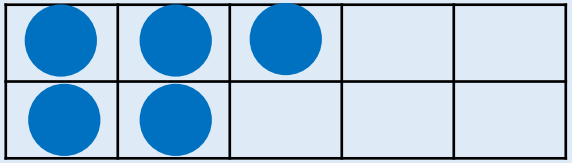
Use your own ten frames to show the number:

Thirteen 17 Nine 11

Activity 2 Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.





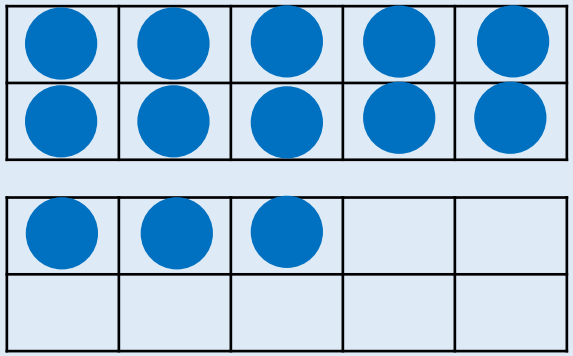
15

Fifteen

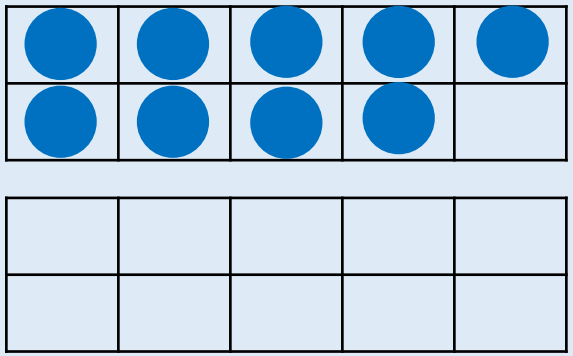
Activity 2 Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.

Thirteen



Nine



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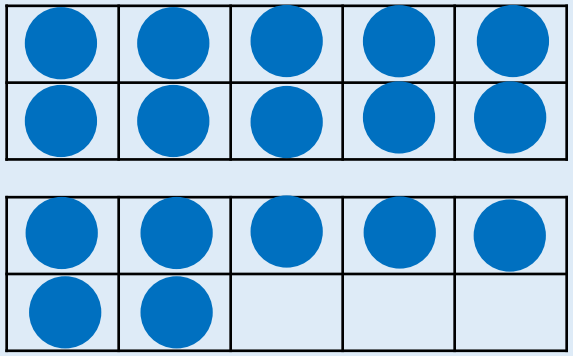
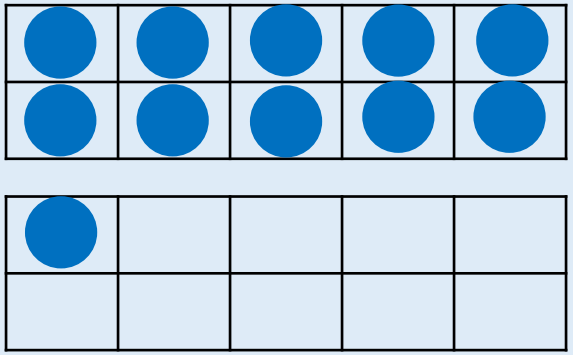


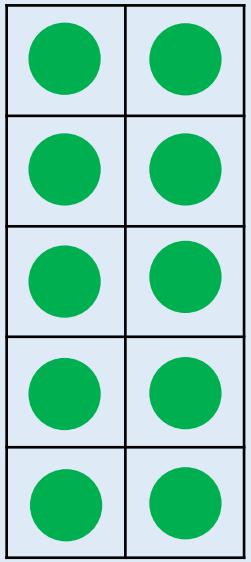
11

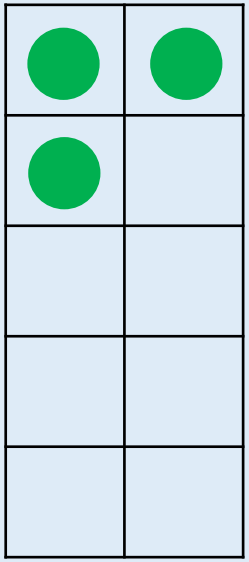


Activity 2

Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.



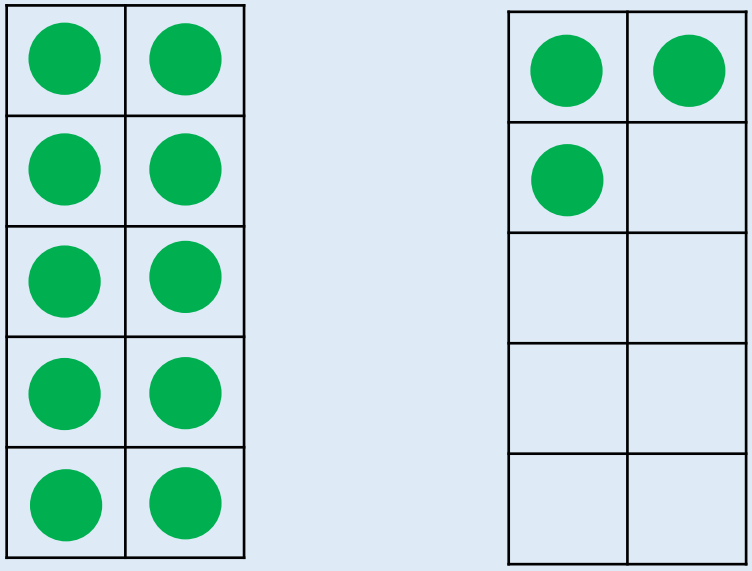


Use your own ten frames to show the number:

Nineteen 4 Eight Twelve

Activity 2 Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.



13

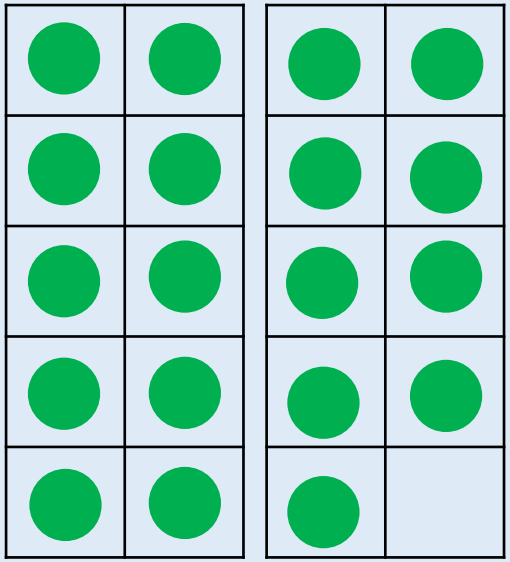
Thirteen

Activity 2

Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.

Nineteen



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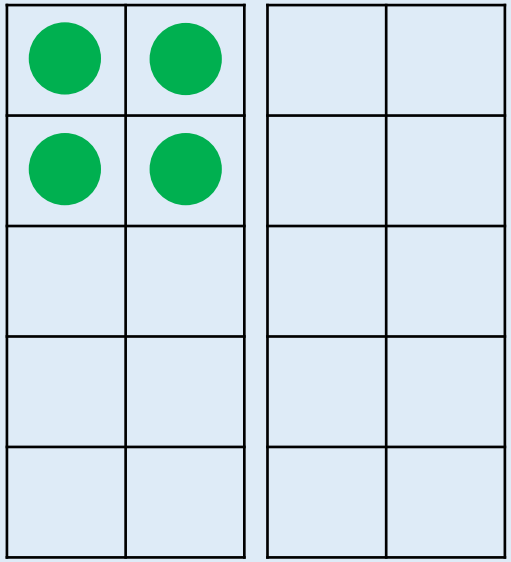
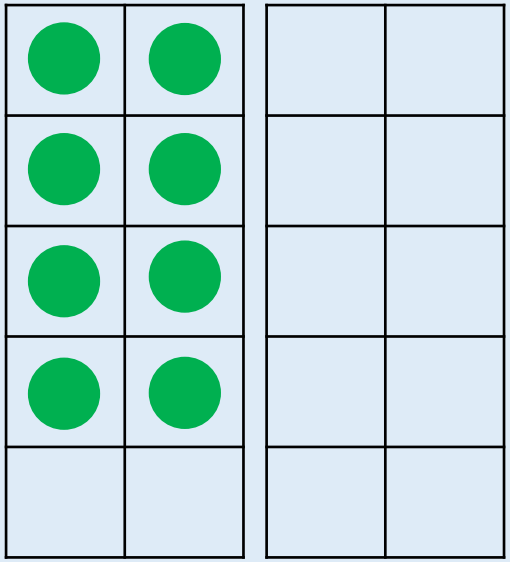


Activity 2

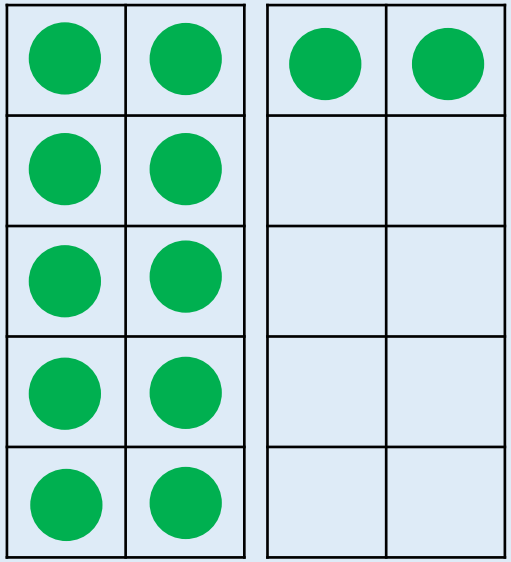
Count & Write Numbers to 20

Write the numbers shown on the ten frames in numerals and words.

Eight



Twelve



Activity 3

Count & Write Numbers to 20

Fill in the missing numbers.

	15		17	

16					11

What does 'teen' tell us about a number?

Activity 3 Count & Write Numbers to 20

Fill in the missing numbers.

14	15	16	17	18

16	15	14	13	12	11

Activity 3

Count & Write Numbers to 20

Fill in the missing numbers.

	12			15			

11							18

Activity 3

Count & Write Numbers to 20

Fill in the missing numbers.

11	12	13	14	15	16	17	18

11	12	13	14	15	16	17	18

Activity 3

Count & Write Numbers to 20

Fill in the missing numbers.

	14		16			

	19				15			12

Activity 3 Count & Write Numbers to 20

Fill in the missing numbers.

13	14	15	16	17	18	19

20	19	18	17	16	15	14	13	12

Reasoning - 1

Count & Write Numbers to 20

Circle the odd one out and explain why.

12 13 14 15

16 17 81 19

Reasoning - 1

Count & Write Numbers to 20

Circle the odd one out and explain why.

12 13 14 15

16 17 81 19

81 is the odd one out. It should be 18, the digits have been swapped round.

Reasoning - 2

Count & Write Numbers to 20

Will Zach say 12?
Explain how you know.

Reasoning - 2

Count & Write Numbers to 20

Yes because 12 is between 9 and 20.

Discussion

Count & Write Numbers to 20

Let's count together from 9, 10, 11, 12, 13, 14, 15, 16
What do you notice about the sounds of the numbers?

Do you notice a pattern with the numbers?

What comes after the number 10?
What do you notice about the ends of most of these numbers?

What does 'teen' tell us about a number?

How do we say this number?
How would we write ____?

Numbers from 11 to 20

1

Fluency Teaching Slides

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Activity 1

Numbers from 11 to 20

Draw a picture to show me 13. Compare yours with a partner. What's the same? What's different?

How will you know if you've got enough?

Activity 1

Numbers from 11 to 20

Draw a picture to show me 13. Compare yours with a partner. What's the same? What's different?

Activity 1

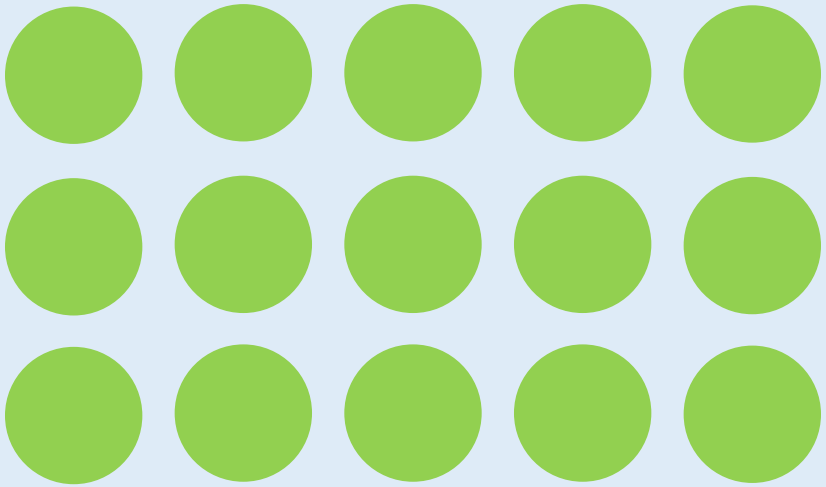
Numbers from 11 to 20

Draw a picture to show me 15. Compare yours with a partner. What's the same? What's different?

Activity 1

Numbers from 11 to 20

Draw a picture to show me 15. Compare yours with a partner. What's the same? What's different?



Activity 1

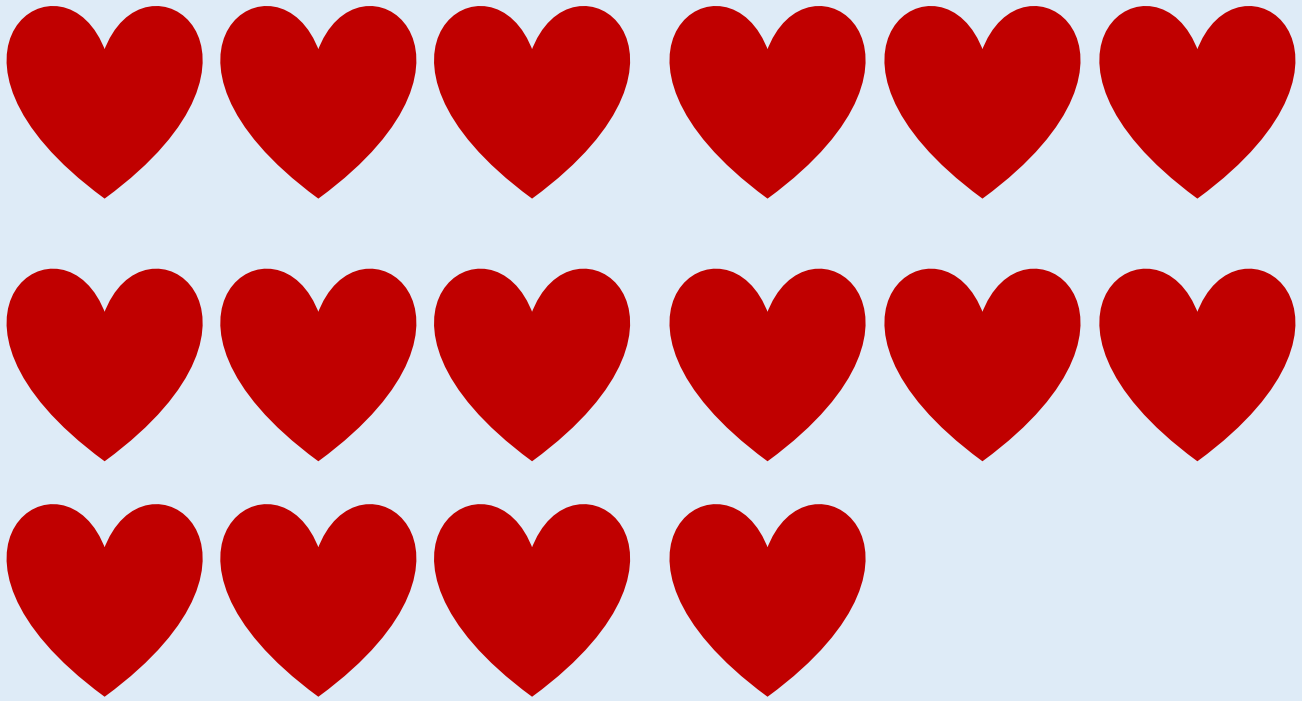
Numbers from 11 to 20

Draw a picture to show me 16. Compare yours with a partner. What's the same? What's different?

Activity 1

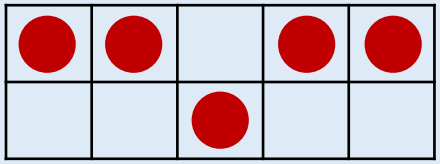
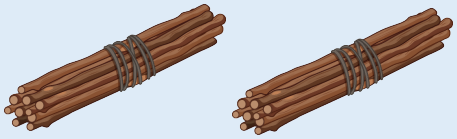
Numbers from 11 to 20

Draw a picture to show me 16. Compare yours with a partner. What's the same? What's different?



Activity 2 Numbers from 11 to 20

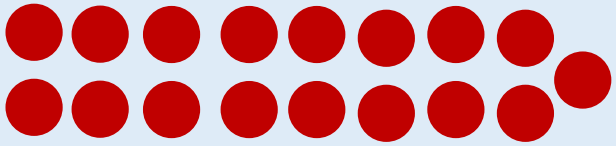
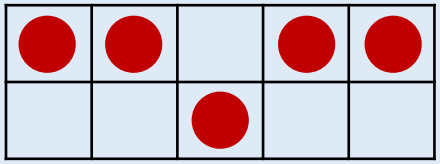
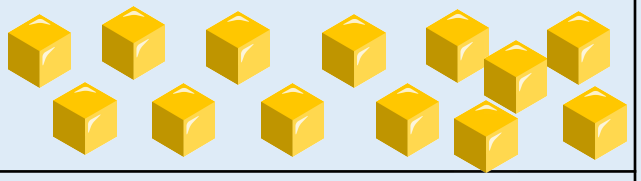
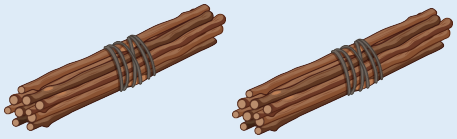
Complete the table.

Numeral	Representation
17	
	
13	
	

What's the same and what's different about these representations?

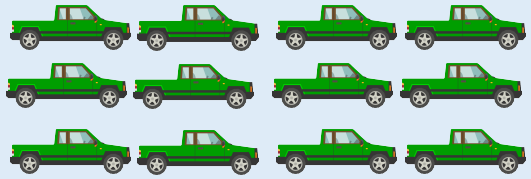
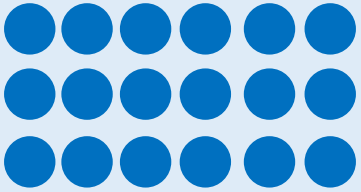
Activity 2 Numbers from 11 to 20

Complete the table.

Numeral	Representation
17	
5	
13	
20	

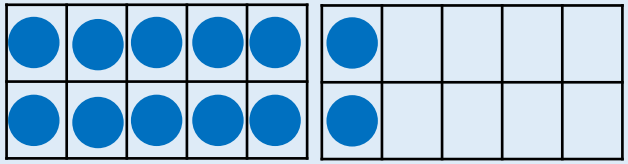
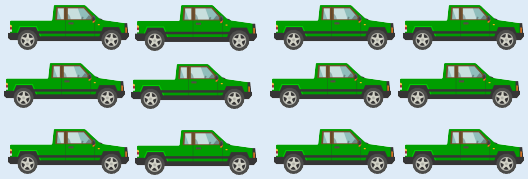
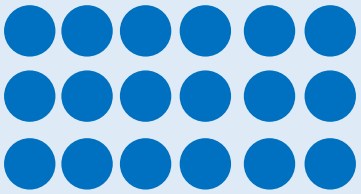
Activity 2 Numbers from 11 to 20

Complete the table.

Numeral	Representation
12	
11	
	
	

Activity 2 Numbers from 11 to 20

Complete the table.

Numeral	Representation
12	
11	
12	
18	

Activity 3 Numbers from 11 to 20

Using two ten frames, show me a number.

More than 12

Less than 20

Equal to 10 + 10

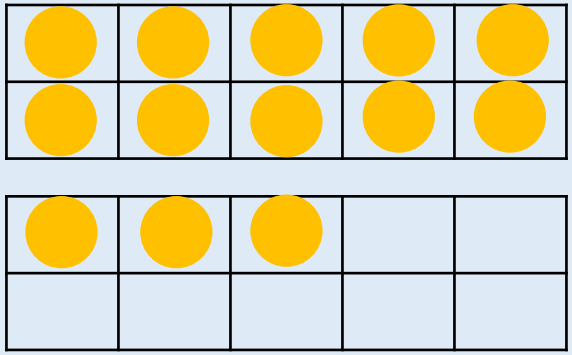
How did you find out?

Activity 3

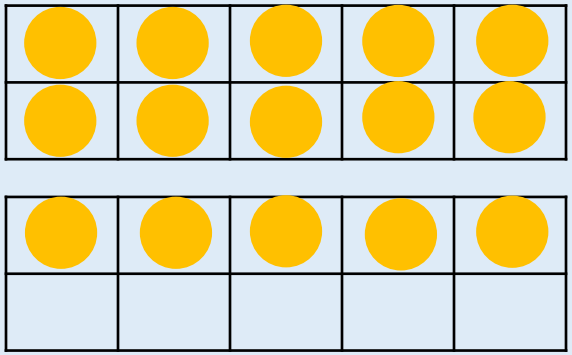
Numbers from 11 to 20

Using two ten frames, show me a number.

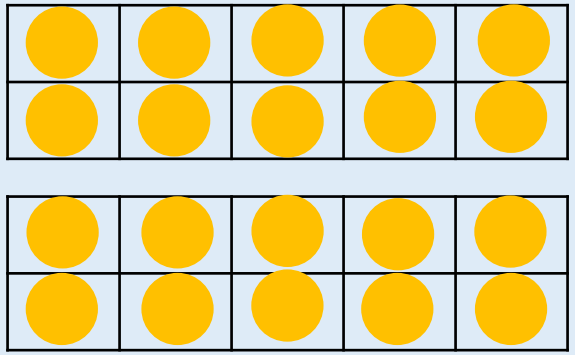
More than 12



Less than 20



Equal to 10 + 10



Activity 3 Numbers from 11 to 20

Using two ten frames, show me a number.

More than 15

Less than 19

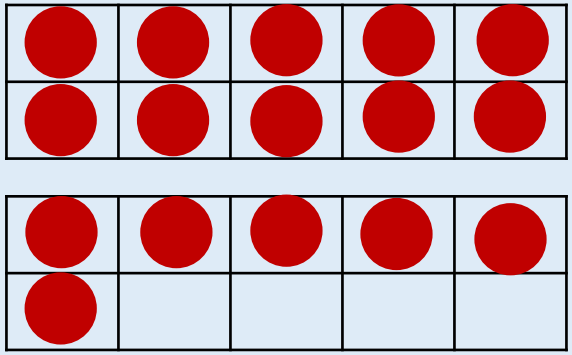
Equal to 10 + 1

Activity 3

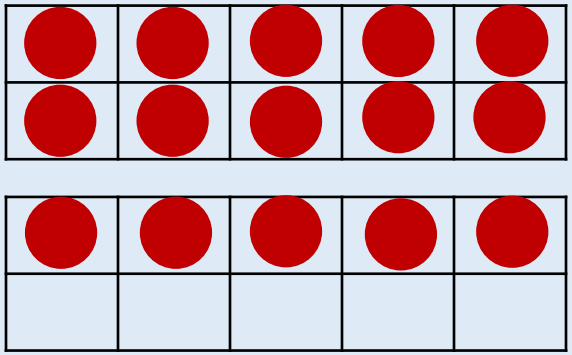
Numbers from 11 to 20

Using two ten frames, show me a number.

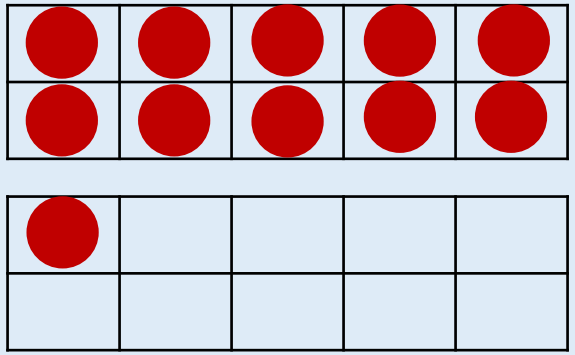
More than 15



Less than 19



Equal to 10 + 1



Activity 3 Numbers from 11 to 20

Using two ten frames, show me a number.

More than 13

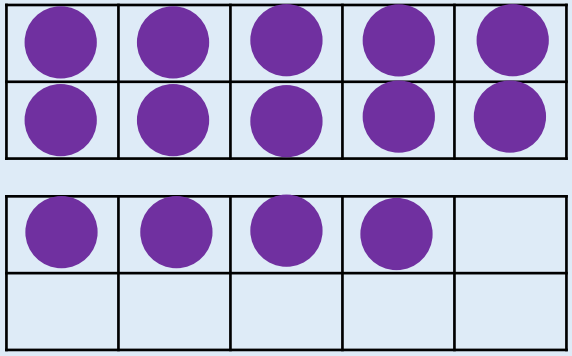
Less than 16

Equal to 10 + 5

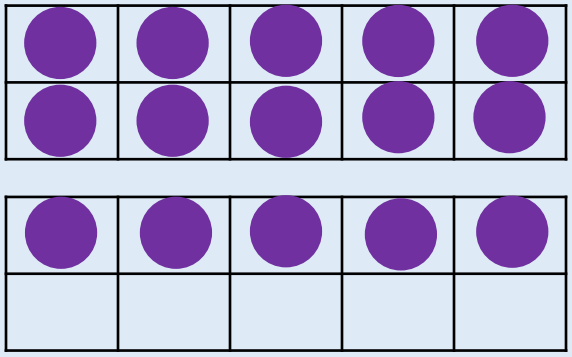
Activity 3 Numbers from 11 to 20

Using two ten frames, show me a number.

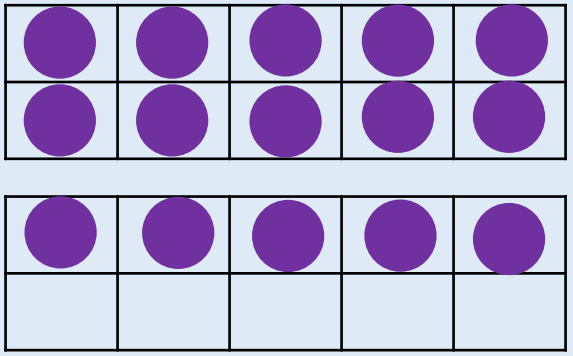
More than 13



Less than 16



Equal to 10 + 5



Reasoning - 1

Numbers from 11 to 20

Malachi

I cannot make all the numbers from eleven to twenty using the digits 1 – 9.

Do you agree?
Explain your answer.

Reasoning - 1

Numbers from 11 to 20

Malachi

I cannot make all the numbers from eleven to twenty using the digits 1 – 9.

Malachi is correct because you need a zero to make twenty (20).

Reasoning - 2 Numbers from 11 to 20

Game

Use two sets of number cards.

1 set with words 11 – 20

1 set with numerals 11 – 20

Play in groups of 3 or 4

Take it in turns to pick a number card and a word card. Say the number on each card out loud. If they match you win the pair, if they don't you put them back.

Discussion

Numbers from 11 to 20

How many ___ will you need to make ___?
How will you know if you've got enough?

What's the same and what's different about these representations?

How do we write the number ____?

What will the number ___ look like in ___?
What number has been made using the equipment?

How did you find out?
Do we need to count 1 every time?

Tens and Ones

1

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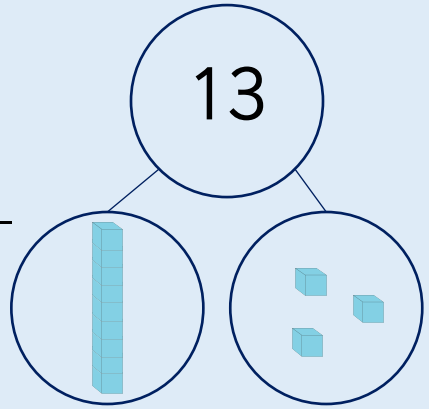
Activity 1 Tens and Ones

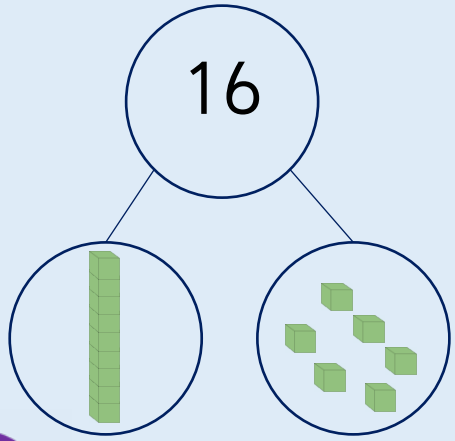
Use the part-whole model to complete the sentences.

My number is _____

One part is ____, the other part is ____

The whole is ____





My number is _____

It has ____ tens and _____ ones.

The whole is ____

Which numbers have 'teen' sound in them?

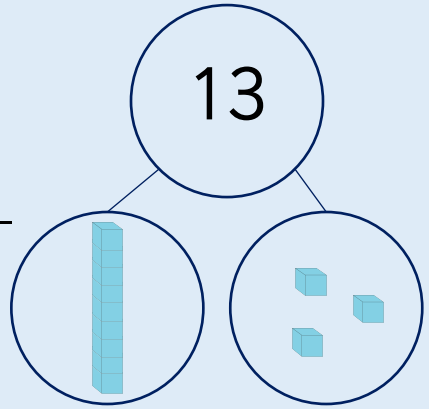
Activity 1 Tens and Ones

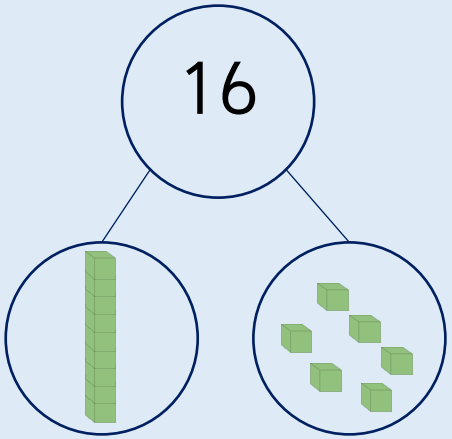
Use the part-whole model to complete the sentences.

My number is 13

One part is 10, the other part is 3

The whole is 13





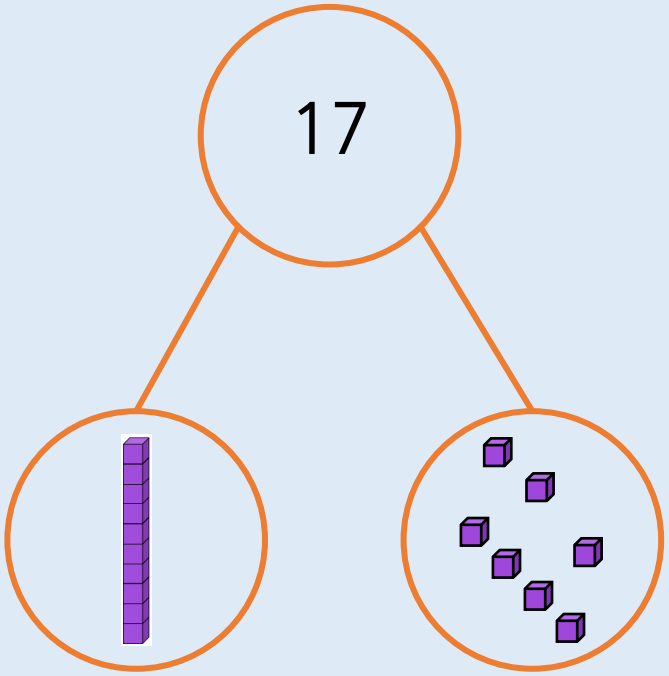
My number is 16

It has 1 tens and 6 ones.

The whole is 16

Activity 1 Tens and Ones

Use the part-whole model to complete the sentences.

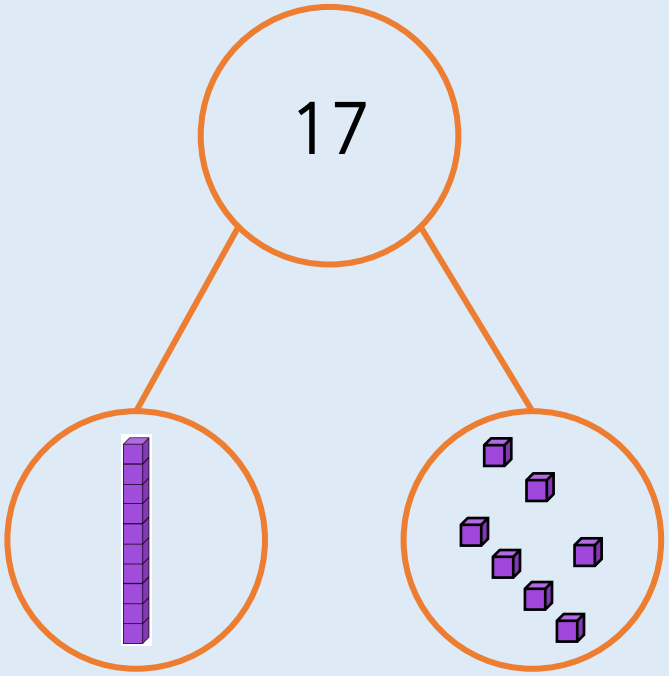


My number is _____

It has ____ tens and ____ ones

Activity 1 Tens and Ones

Use the part-whole model to complete the sentences.



My number is 17

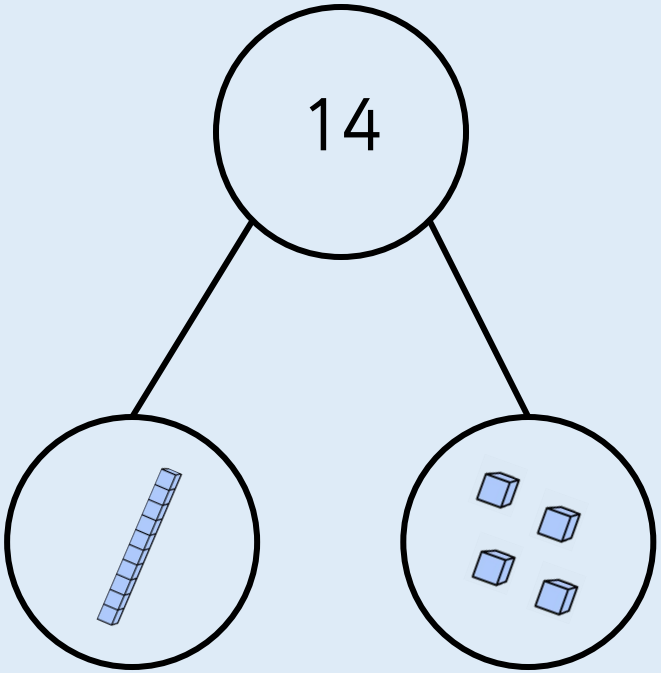
It has 1 tens and 7 ones

Activity 1 Tens and Ones

Use the part-whole model to complete the sentences.

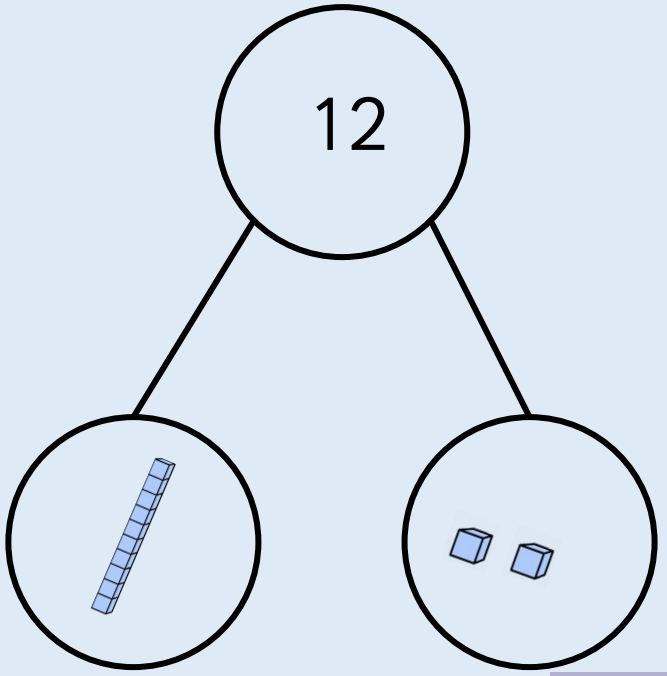
My number is _____

It has ____ tens and ____ ones.



My number is _____

It has ____ tens and ____ ones.

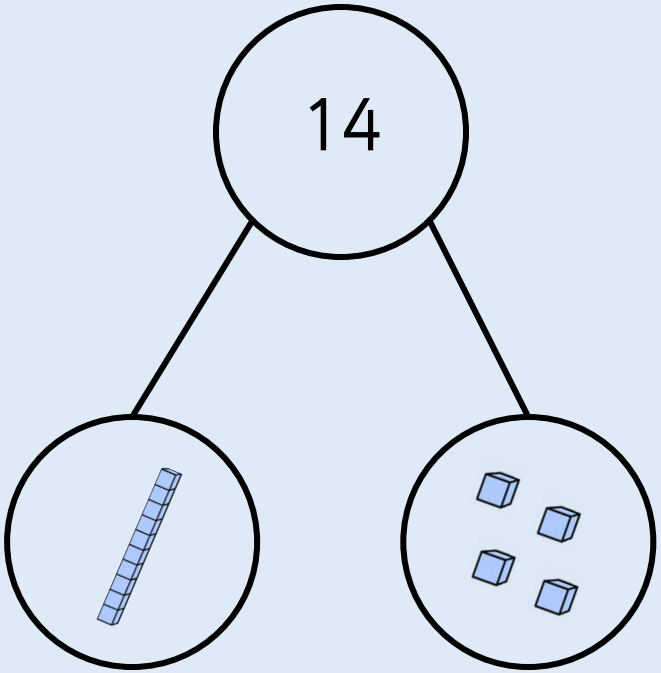


Activity 1 Tens and Ones

Use the part-whole model to complete the sentences.

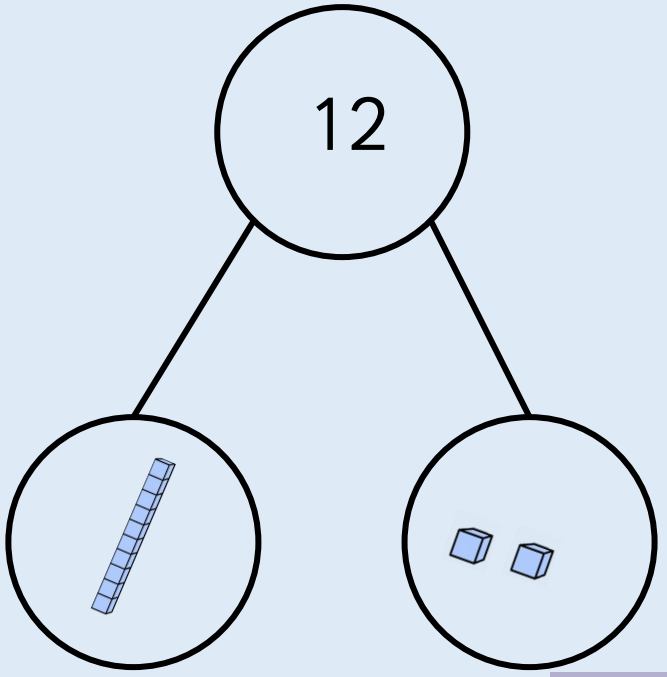
My number is 14

It has 1 tens and 4 ones.



My number is 12

It has 1 tens and 2 ones.



Activity 2 Tens and Ones

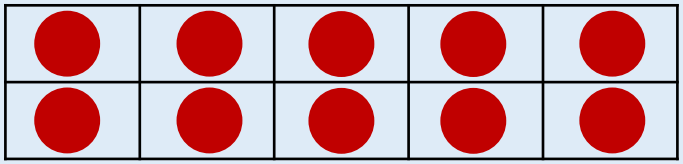
Fill in ten frames with counters to show 14 and complete the sentence.

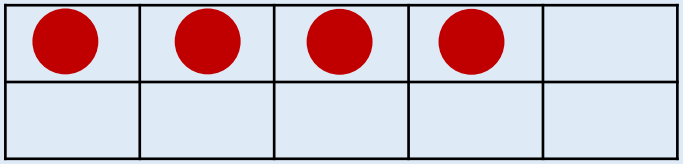
14 has _____ ten and _____ ones.

Which is greater 1 ten or 1 one? How do you know?

Activity 2 Tens and Ones

Fill in ten frames with counters to show 14 and complete the sentence.

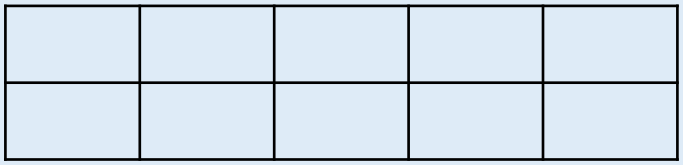


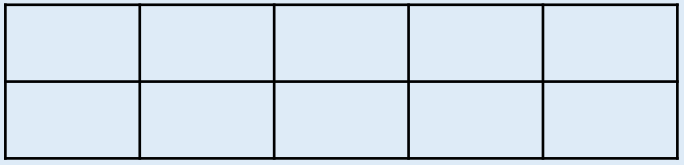


14 has 1 ten and 4 ones.

Activity 2 Tens and Ones

Fill in ten frames with counters to show 19 and complete the sentence.

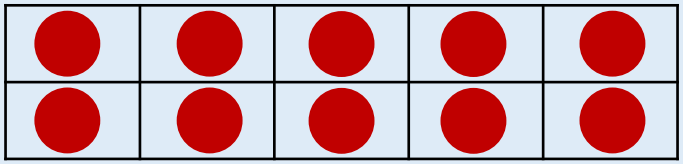


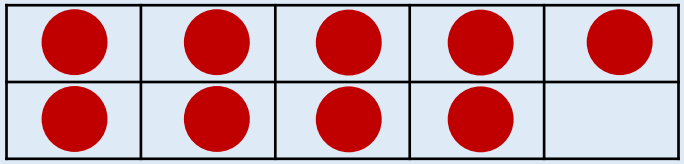


19 has _____ ten and _____ ones.

Activity 2 Tens and Ones

Fill in ten frames with counters to show 19 and complete the sentence.

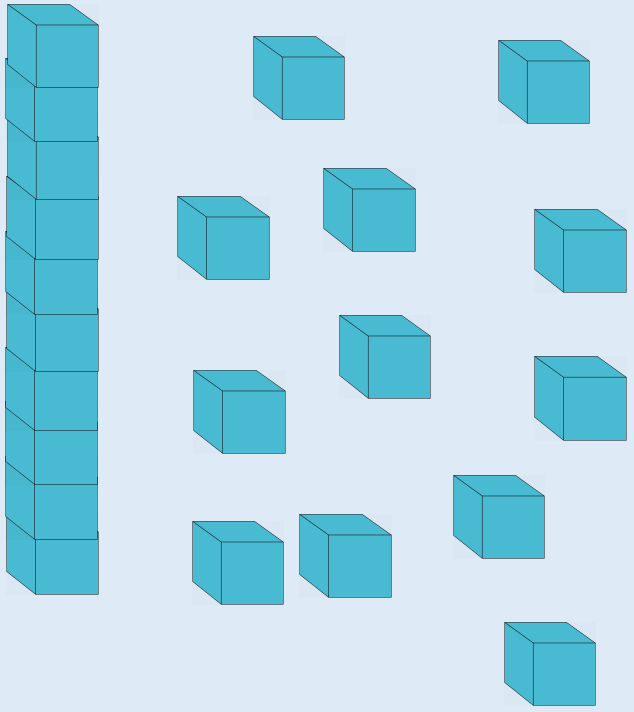


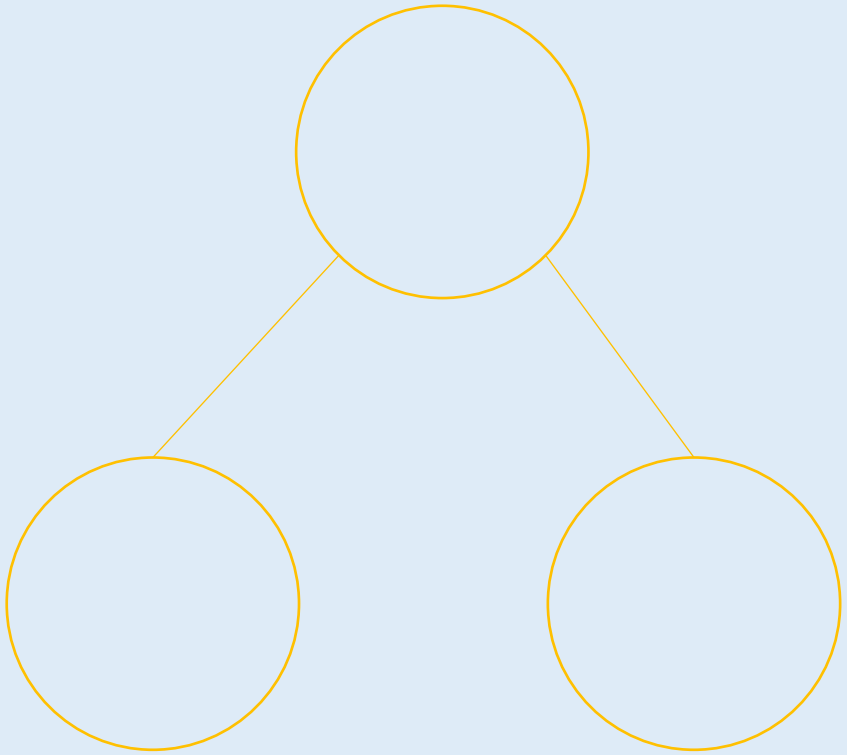


19 has 1 ten and 9 ones.

Reasoning - 1 Tens and ones

How many ways can you complete the part-whole model to show numbers up to 20, using the Base 10 equipment - you do not have to use it all.





Reasoning - 1 Tens and ones

How many ways can you complete the part-whole model to show numbers up to 20, using the Base 10 equipment - you do not have to use it all.

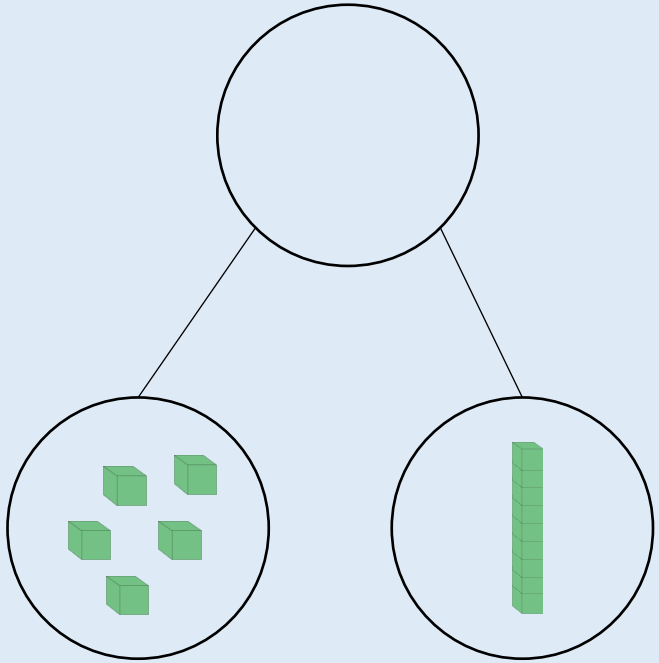
Open ended e.g. 1 ten and 5 ones make 15.

Reasoning - 2 Tens and ones

Tia makes a part-whole model.

Tia

There are 5 tens and 1 one.

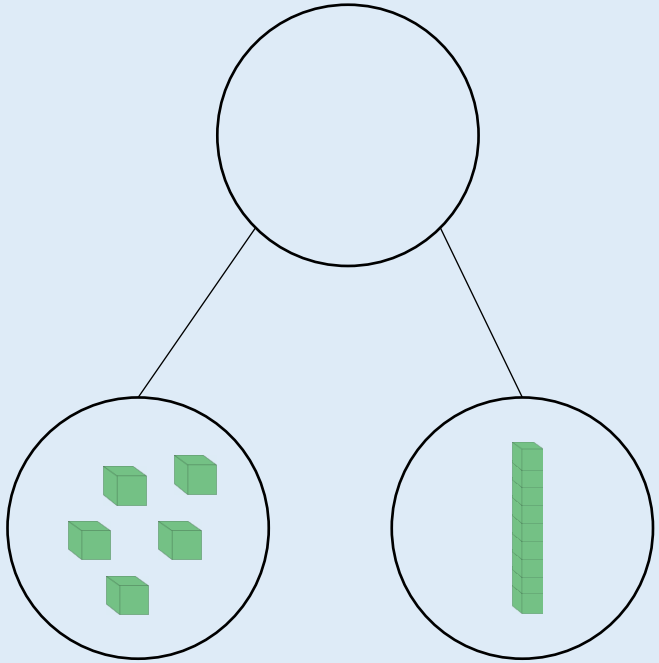


Explain her mistake.
What is her number?

Reasoning - 2 Tens and ones

Tia makes a part-whole model.

There are 5 tens and 1 one.



Tia

Tia has counted the ones as tens and the tens as ones.
She should say there is 1 ten and 5 ones.
Her number is 15.

Discussion

Tens and Ones

What numbers come after 10?
Which numbers have the 'teen' sound in them?

What does the number ____ look like?
Which is greater 1 ten or 1 one? How do you know?

What does 'teen' tell us about a number?
Can you swap tens for ones?
Will it change the amount? Explain.

Do we need to count the 10 individually?
Do we need to start counting from 0 every time?

Can you describe the number ____ using tens and ones?

Count One More and One Less

1

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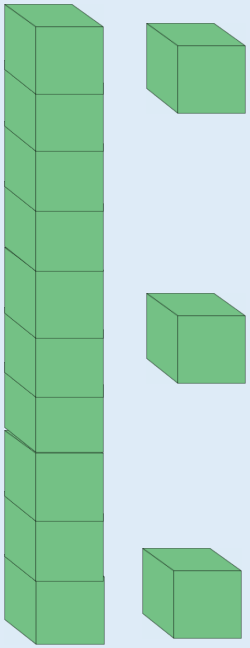
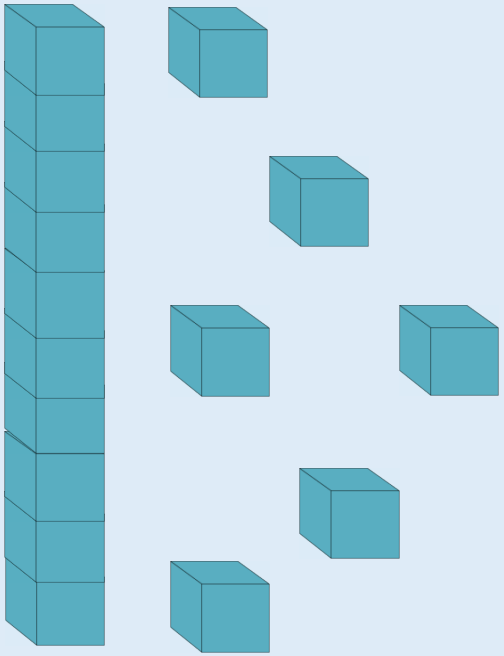
Activity 1 Count One More and One Less

Make one more and one less than these numbers.

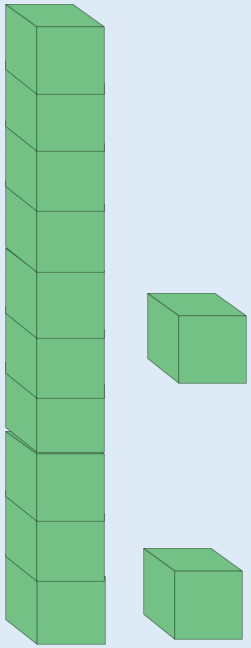




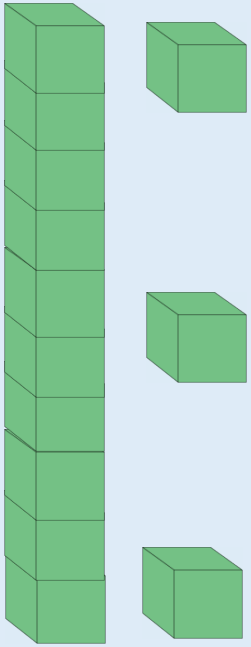
How could we find one more?

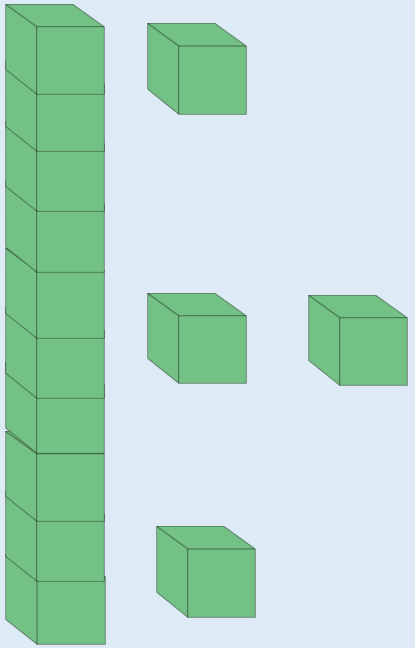
Activity 1 Count One More and One Less

Make one more and one less than these numbers.



One less

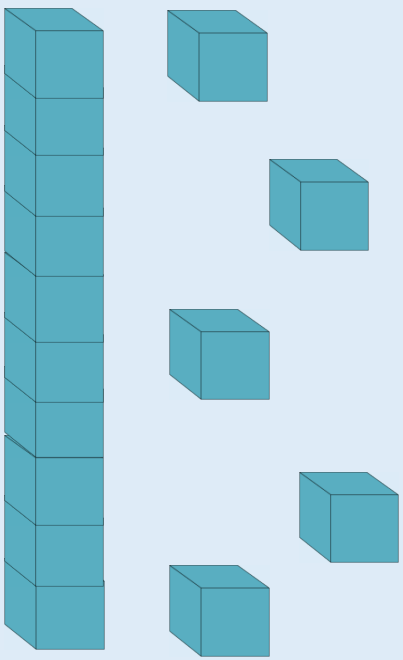




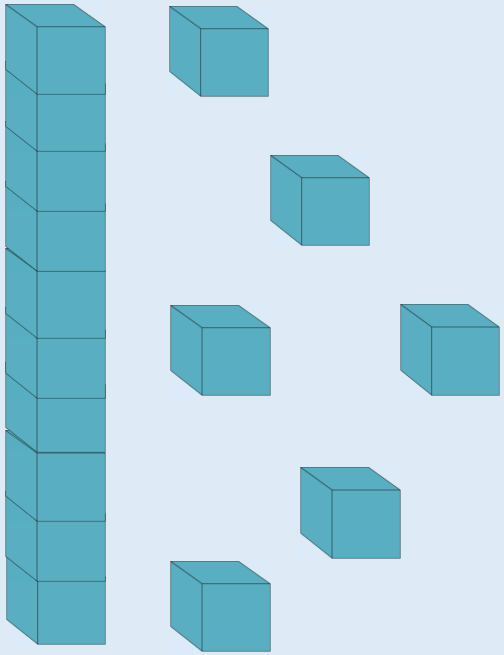
One more

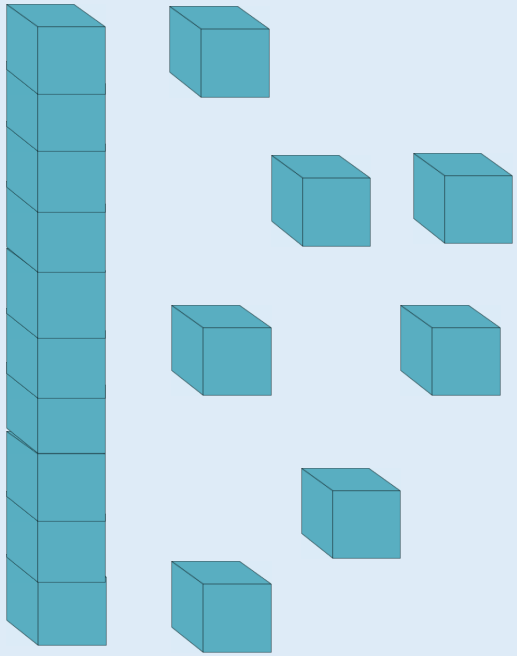
Activity 1 Count One More and One Less

Make one more and one less than these numbers.



One less

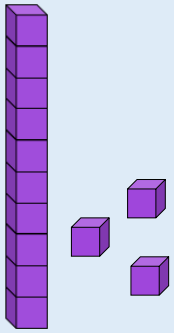


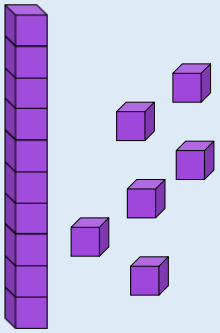


One more

Activity 1 Count One More and One Less

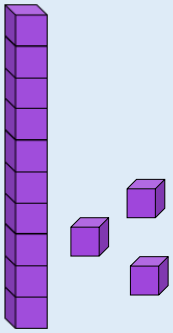
Make one more and one less than these numbers.

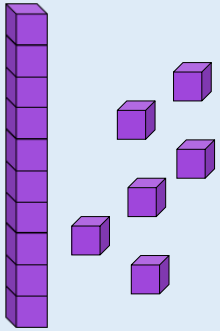


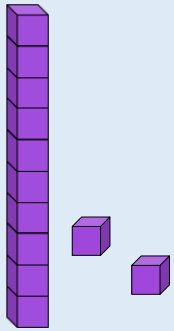


Activity 1 Count One More and One Less

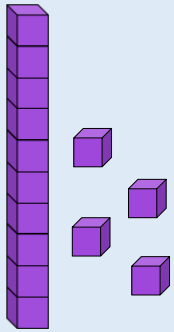
Make one more and one less than these numbers.



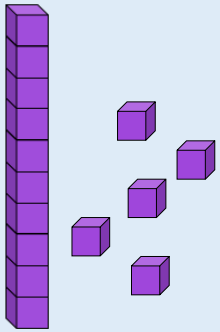




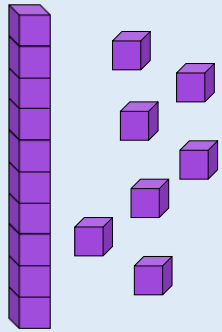
One less



One more



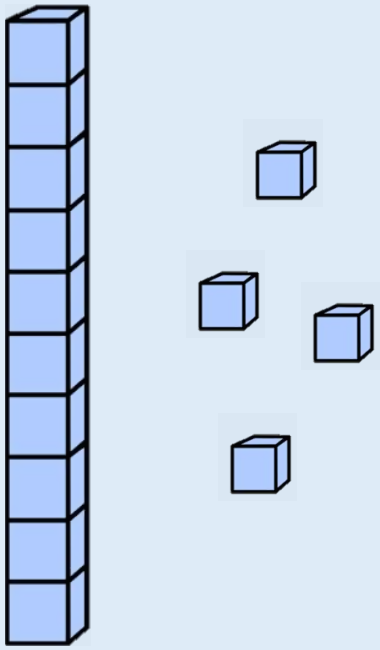
One less

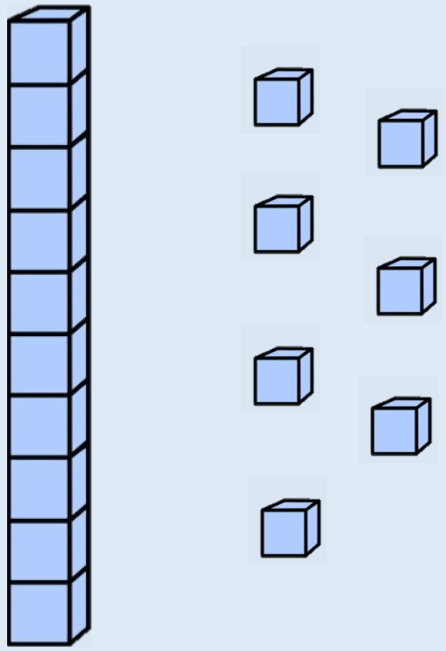


One more

Activity 1 Count One More and One Less

Make one more and one less than these numbers.

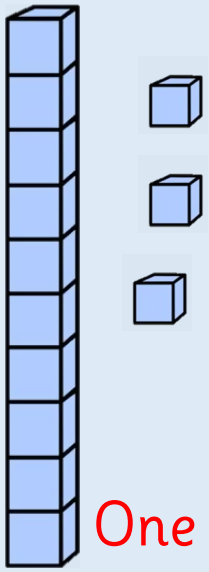




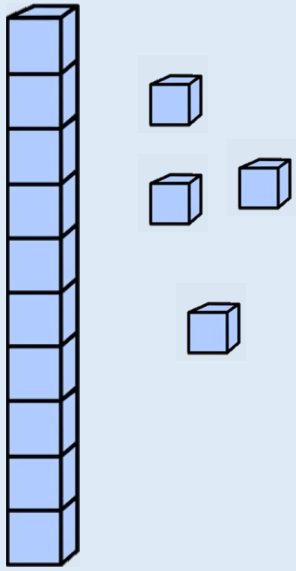
Activity 1

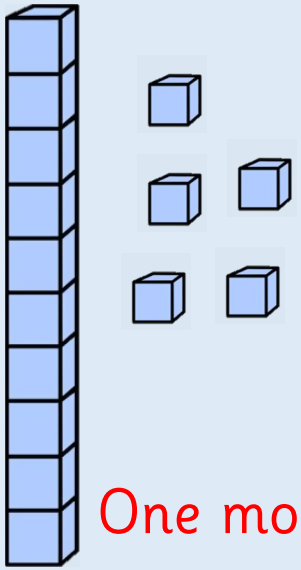
Count One More and One Less

Make one more and one less than these numbers.



One less



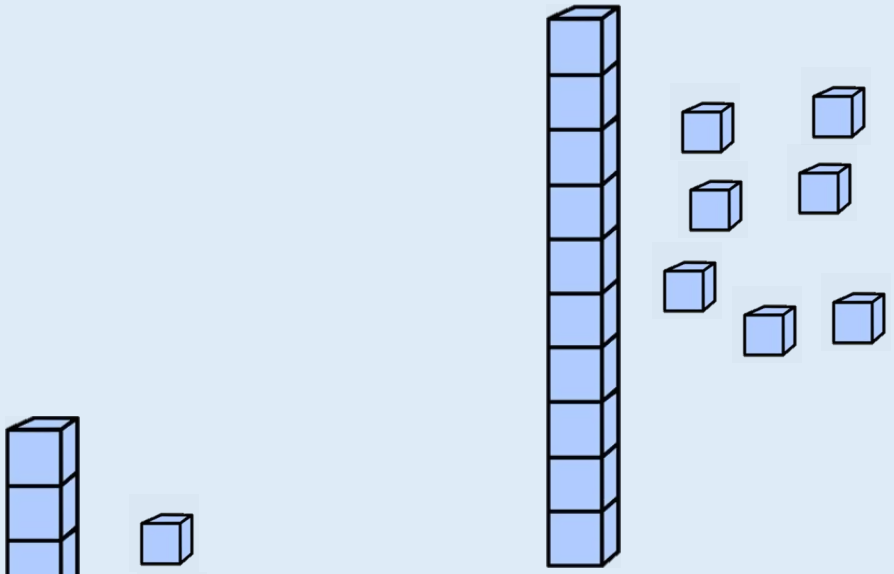


One more

Activity 1

Count One More and One Less

Make one more and one less than these numbers.



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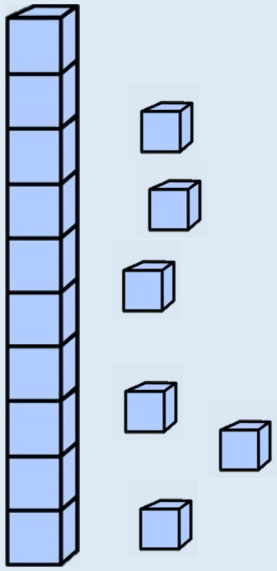
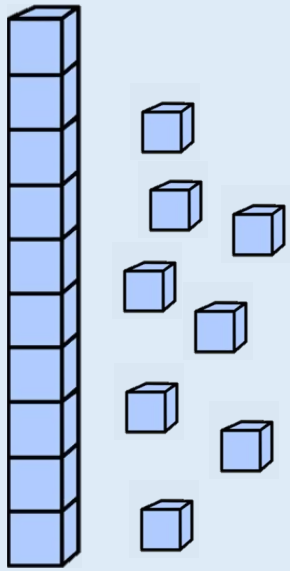


One more



Activity 2

Count One More and One Less

Draw to complete.

One less

13

One more

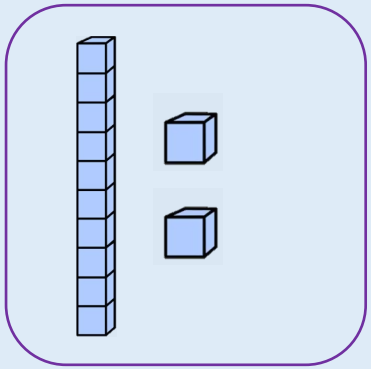
What's the same and what's different between 12 and 13?

Activity 2

Count One More and One Less

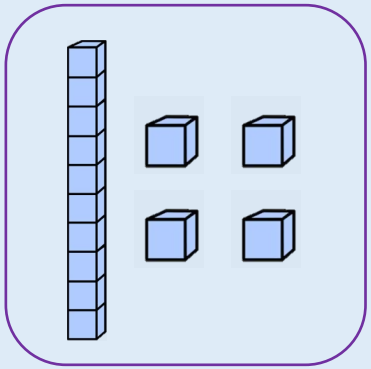
Draw to complete.

One less



13

One more



Activity 2

Count One More and One Less

Draw to complete.

One less

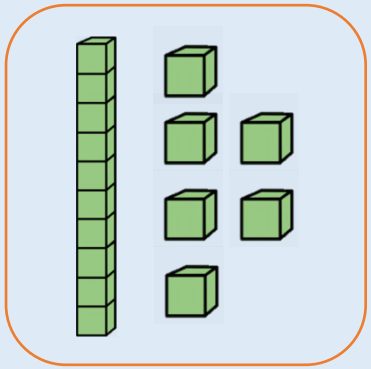
17

One more

Activity 2 Count One More and One Less

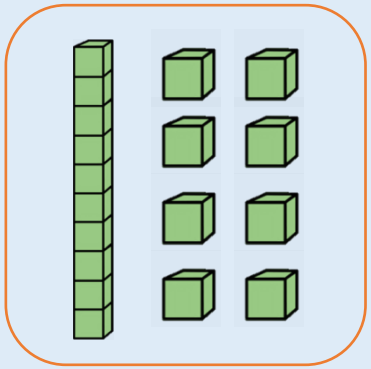
Draw to complete.

One less



17

One more



Activity 2

Count One More and One Less

Draw to complete.

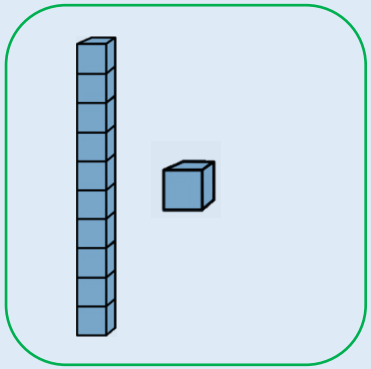
One less		One more
	12	

Activity 2

Count One More and One Less

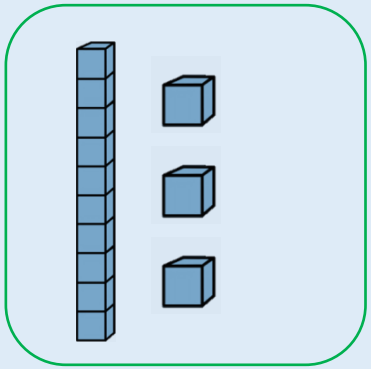
Draw to complete.

One less



12

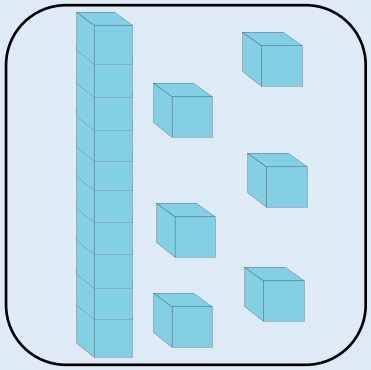
One more



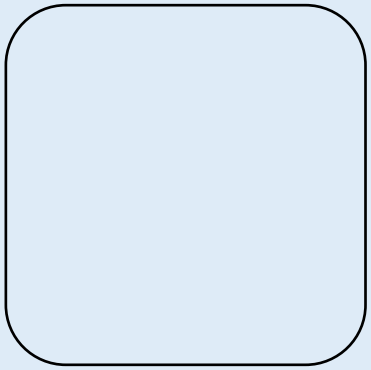
Activity 3 Count One More and One Less

Draw to complete.

One less



One more

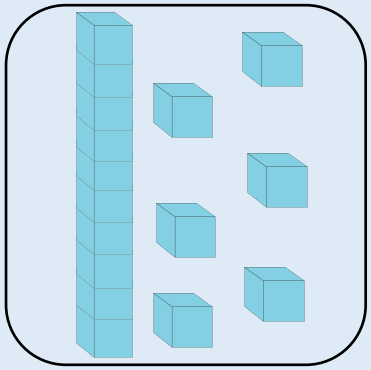


Is it only ever the ones digit that changes?

Activity 3 Count One More and One Less

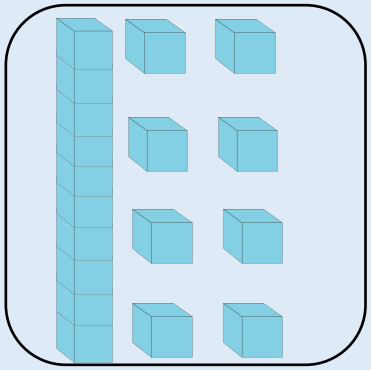
Draw to complete.

One less



17

One more

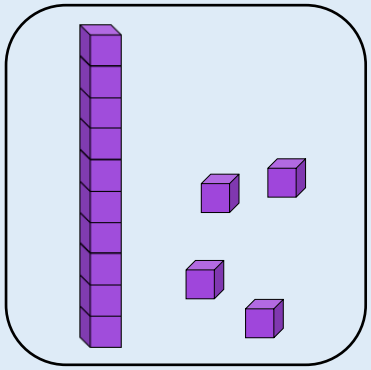


Activity 3

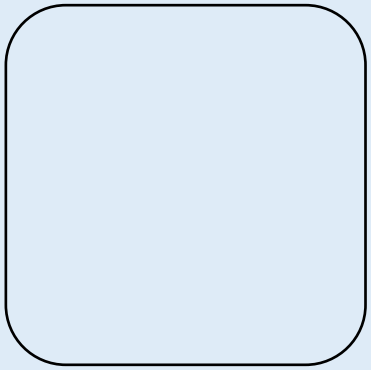
Count One More and One Less

Draw to complete.

One less



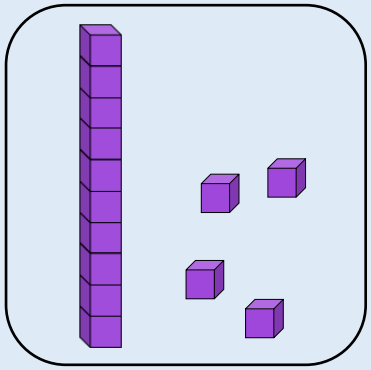
One more



Activity 3 Count One More and One Less

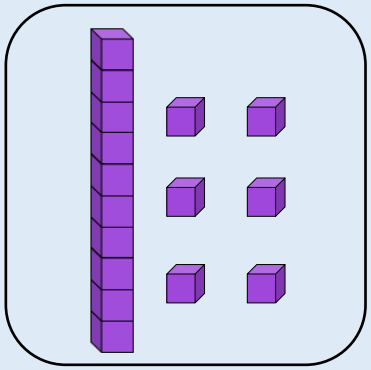
Draw to complete.

One less



15

One more

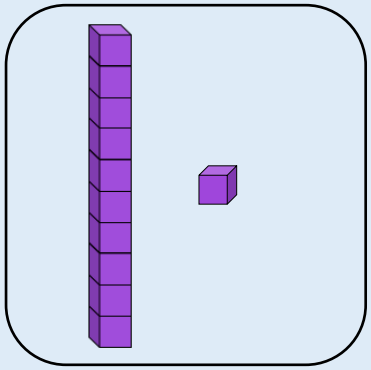


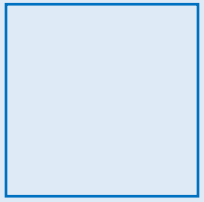
Activity 3

Count One More and One Less

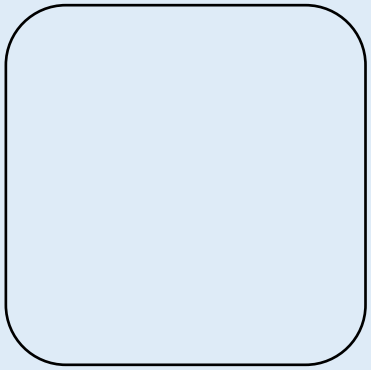
Draw to complete.

One less





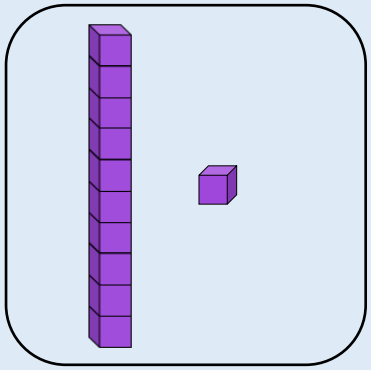
One more



Activity 3 Count One More and One Less

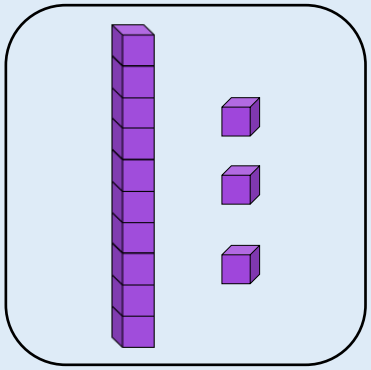
Draw to complete.

One less



12

One more



Reasoning - 1

Count One More and One Less

Esin

I am one year older than my brother. My brother is one year older than my sister. My sister is 13.

How old is Esin?
How old is her brother?

Reasoning - 1

Count One More and One Less

Esin

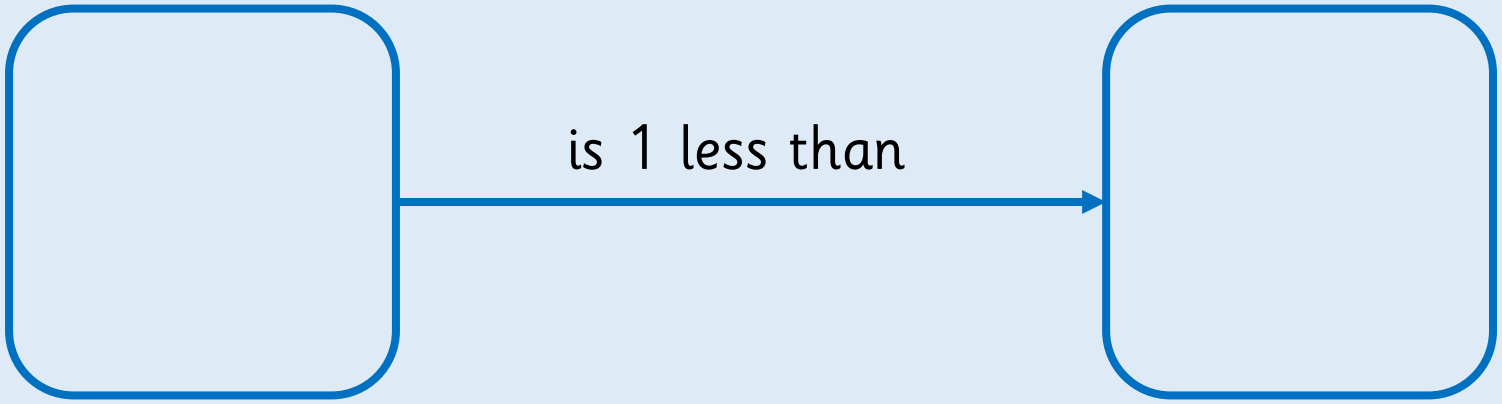
I am one year older than my brother. My brother is one year older than my sister. My sister is 13.

Esin is 15.

Esin's sister is 13, so Esin's brother must be 14 – as he is one year older than her sister. Esin must be 15 as she is one year older than her brother.

Reasoning - 2 Count One More and One Less

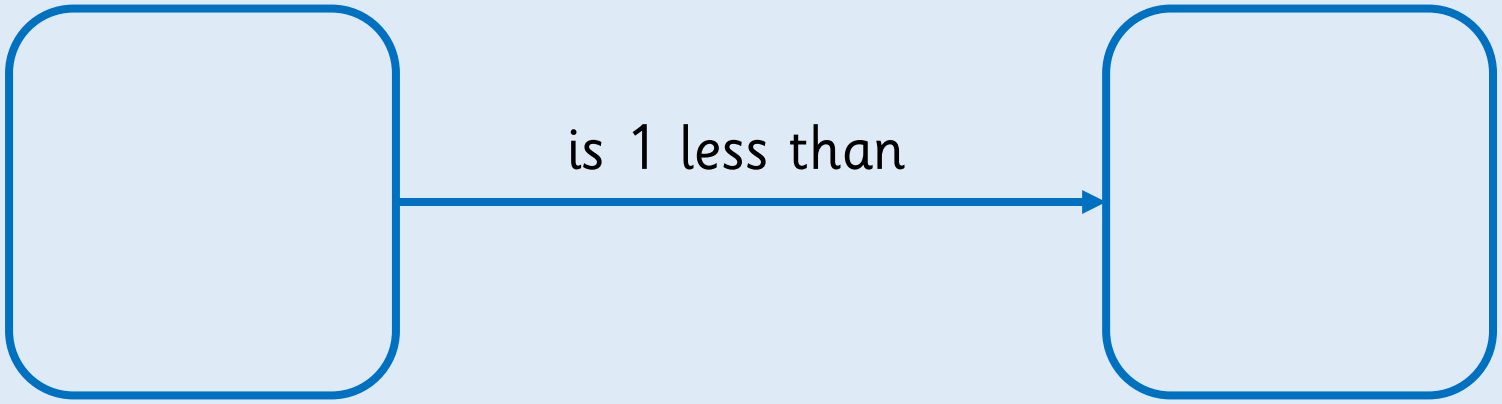
Use number cards 11 - 20



How many different ways can you complete the boxes?

Reasoning - 2 Count One More and One Less

Use number cards 11 - 20

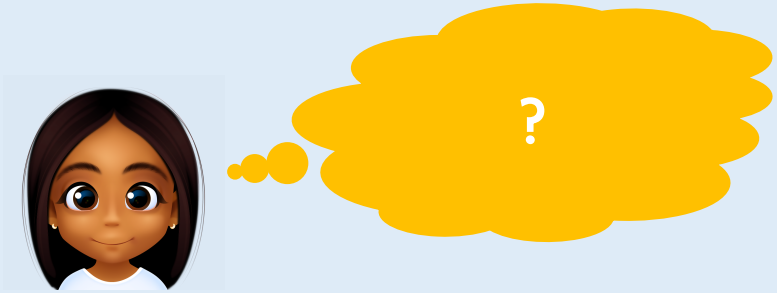


Example answers:
17 is 1 less than 18
11 is 1 less than 12

Reasoning - 3

Count One More and One Less

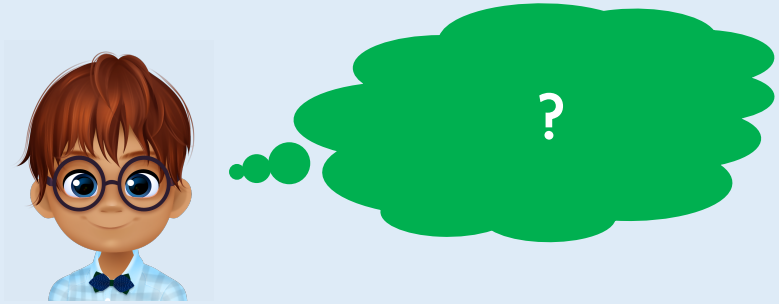
Rosie thinks of a number.



1 more than her number is 12.

What is her number?
Prove it.

Zach thinks of a number.

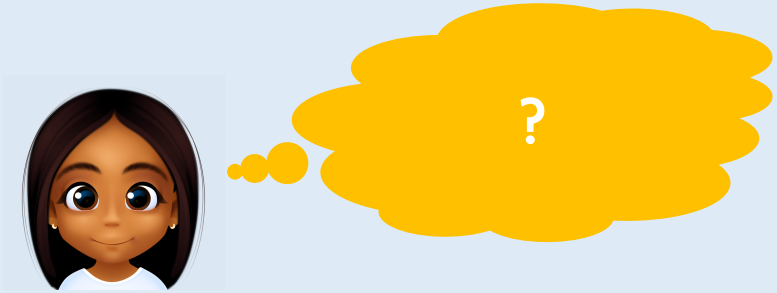


1 less than his number is 16.

What is his number?
Prove it.

Reasoning - 3 Count One More and One Less

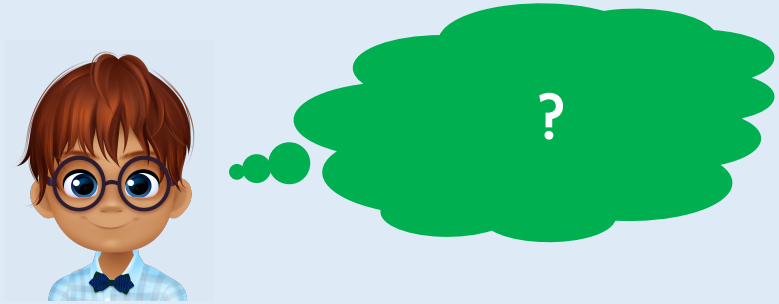
Rosie thinks of a number.



1 more than her number is 12.

Rosie's number is 11.

Zach thinks of a number.



1 less than his number is 16.

Zach's number is 17.

Discussion

Count One More and One Less

How can you represent the number ____?

How could we find the one more?
How does this change the number?
Which digit changes?

How would we find one less?
How does this change the number?

What's the same and what's different between 12 and 13?
Is it only ever the ones digit that changes?

Compare Groups of Objects

1

Fluency Teaching Slides

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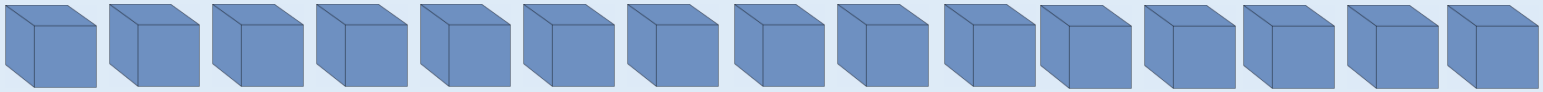
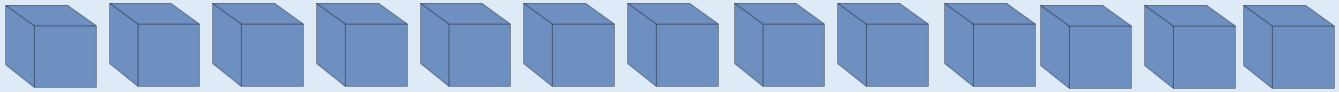
Activity 1 Compare Groups of Objects

Which is greater? By how many?

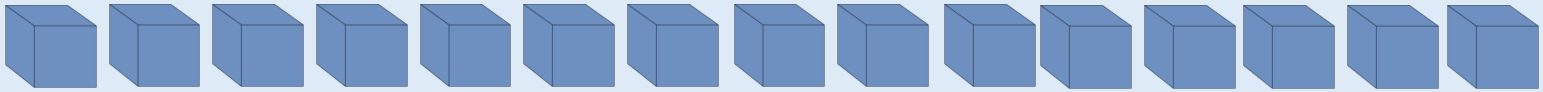
A 

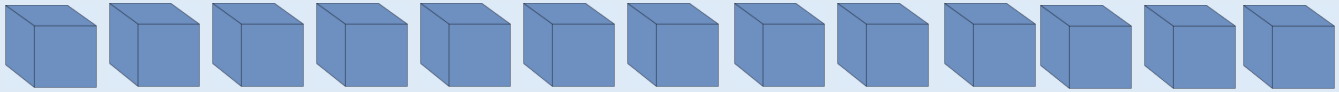
B 

Can you know which group is greater without counting them?

Activity 1 Compare Groups of Objects

Which is greater? By how many?

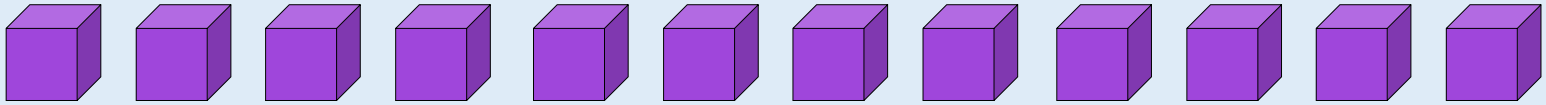
A 

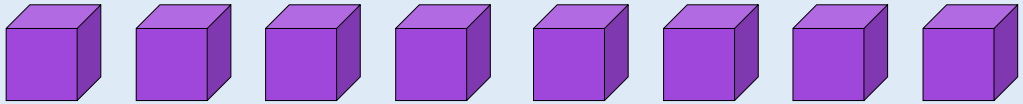
B 

A is greater than B.
A is greater by 2 cubes.

Activity 1 Compare Groups of Objects

Which is greater? By how many?

A 

B 

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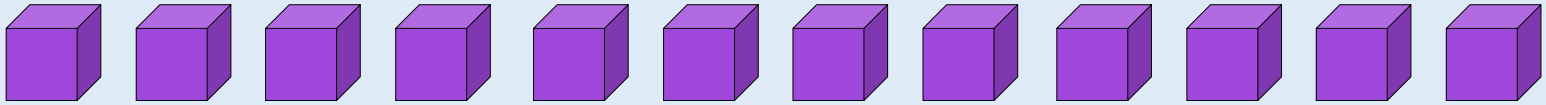
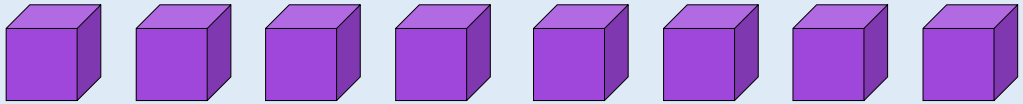
Activity 1 Compare Groups of Objects

Which is greater? By how many?

A 

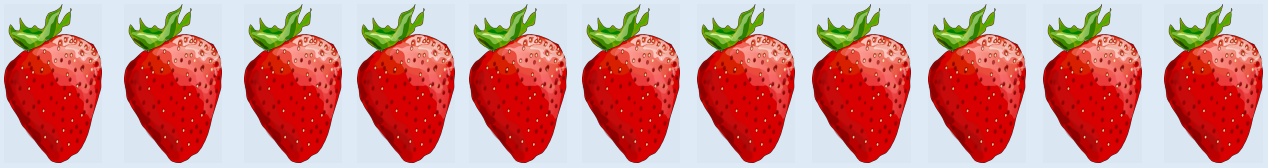
B 

A is greater than B.
A is greater by 4 cubes.

Activity 1 Compare Groups of Objects

Which is greater? By how many?

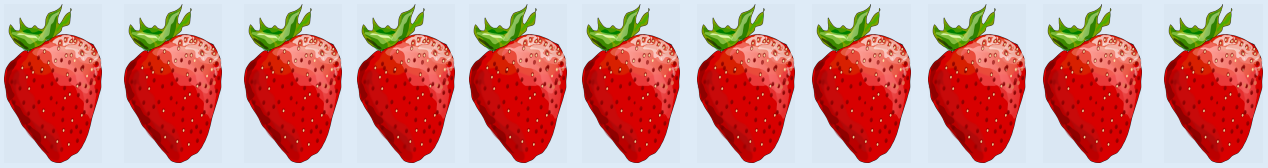
A 

B 

Activity 1 Compare Groups of Objects

Which is greater? By how many?

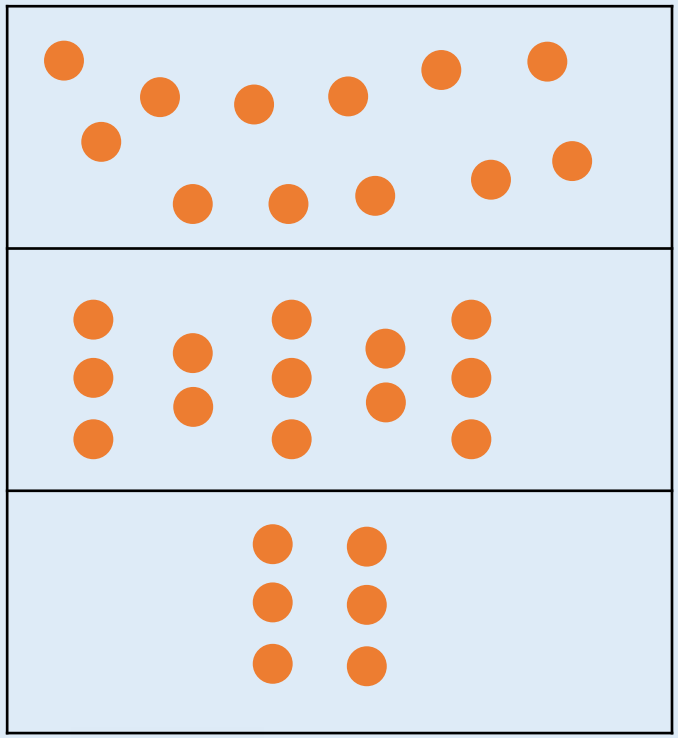
A 

B 

B is greater than A.
B is greater by 2 strawberries.

Activity 2 Compare Groups of Objects

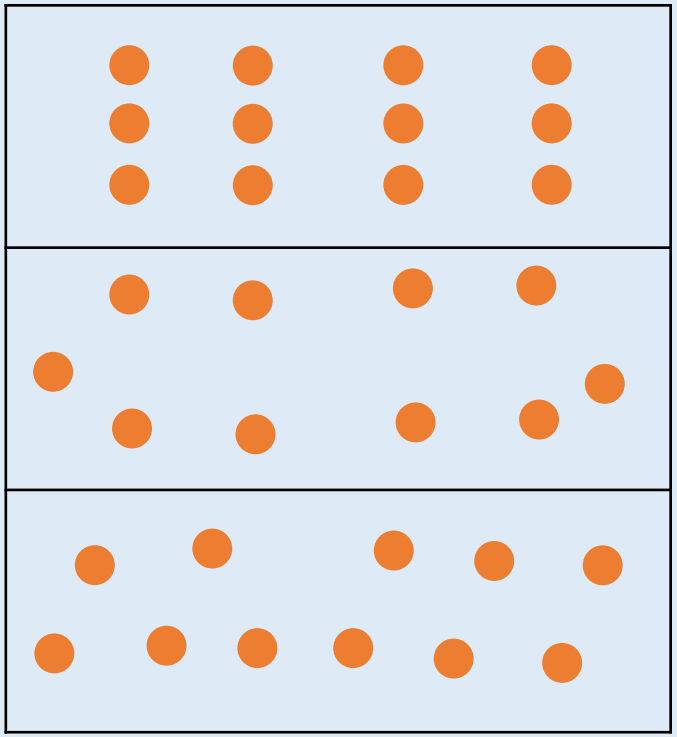
Use ‘less than’, ‘greater than’, or ‘equal to’ to complete the sentences.



is _____

is _____

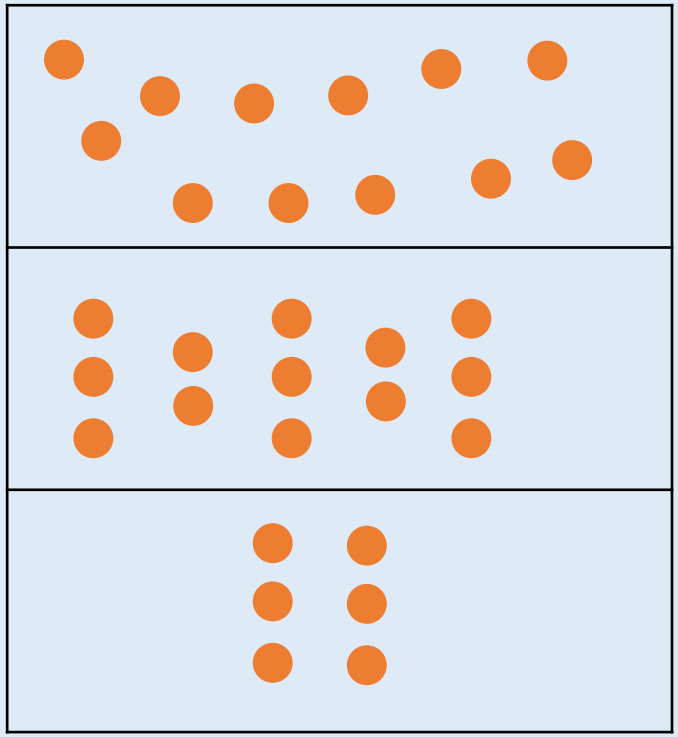
is _____



How many are in each group?

Activity 2 Compare Groups of Objects

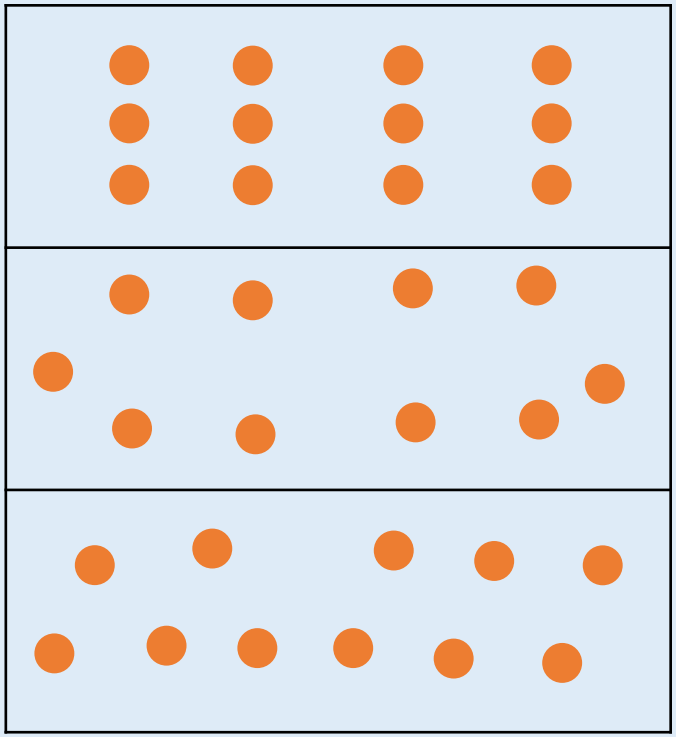
Use ‘less than’, ‘greater than’, or ‘equal to’ to complete the sentences.



is equal to

is greater than

is less than



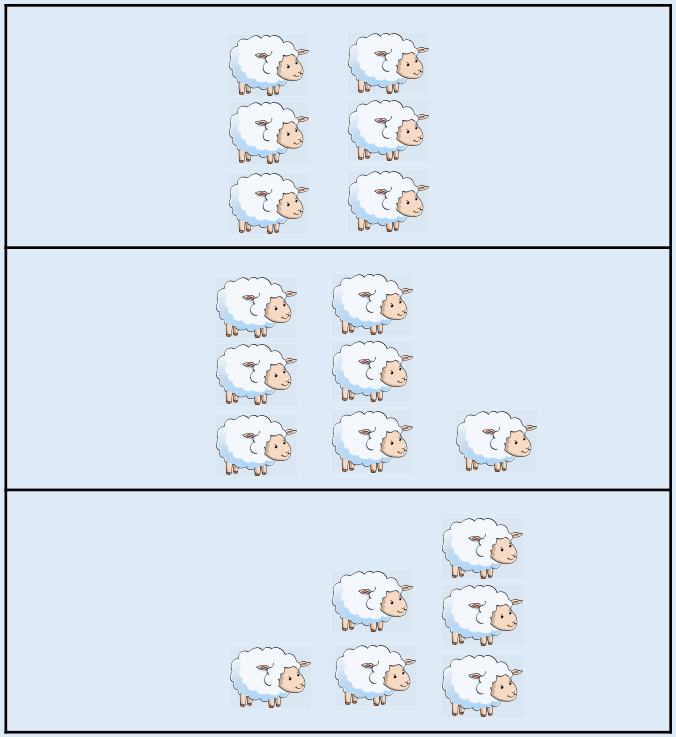
Activity 2 Compare Groups of Objects

Use ‘less than’, ‘greater than’, or ‘equal to’ to complete the sentences.

is _____

is _____

is _____



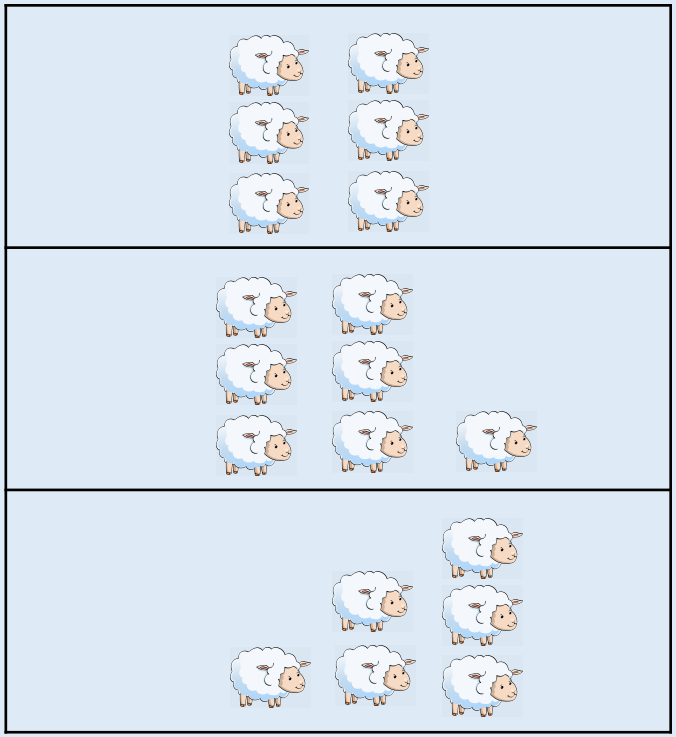
Activity 2 Compare Groups of Objects

Use ‘less than’, ‘greater than’, or ‘equal to’ to complete the sentences.

is greater than

is less than

is equal to



Activity 2

Compare Groups of Objects

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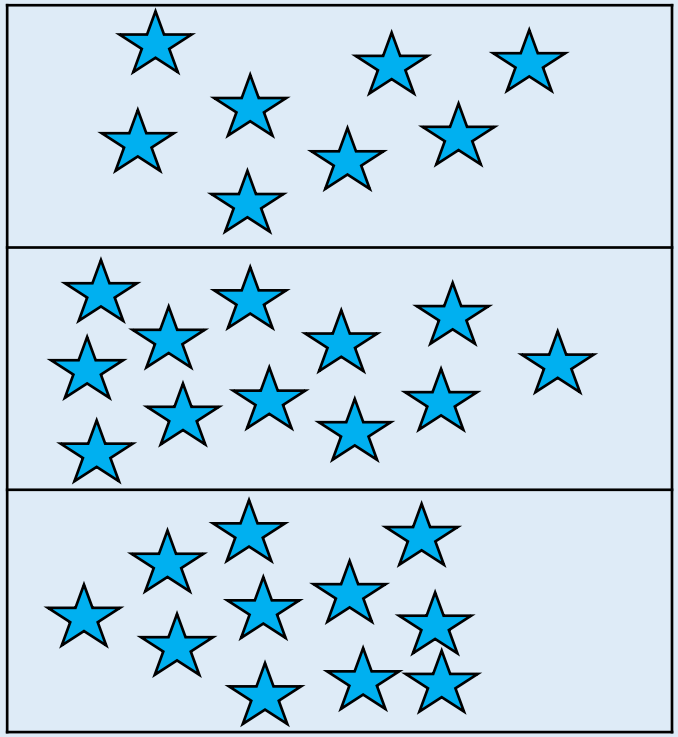
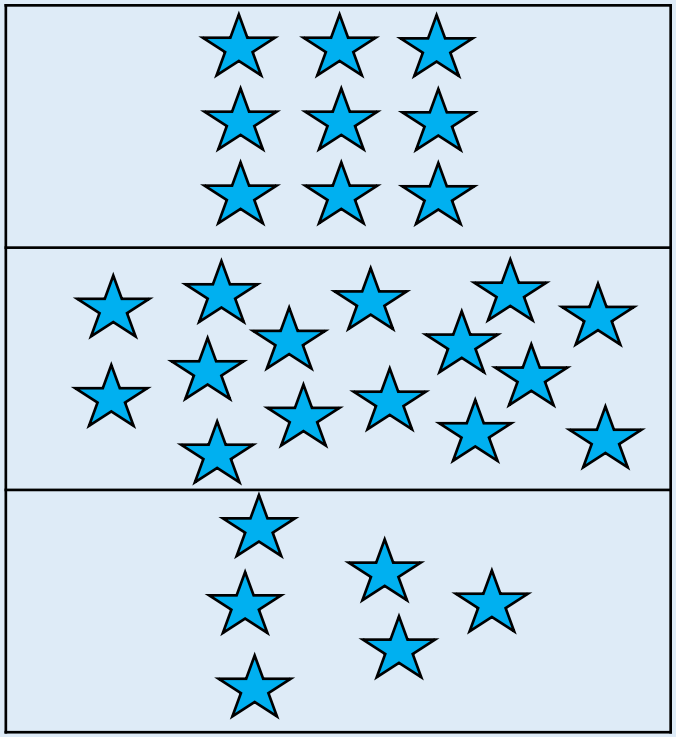


is _____

is _____

is _____



Activity 2 Compare Groups of Objects

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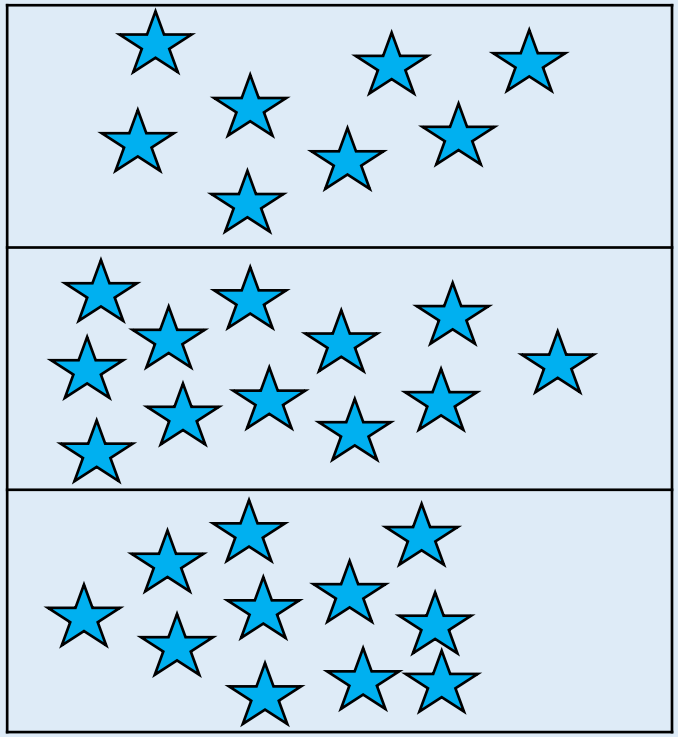
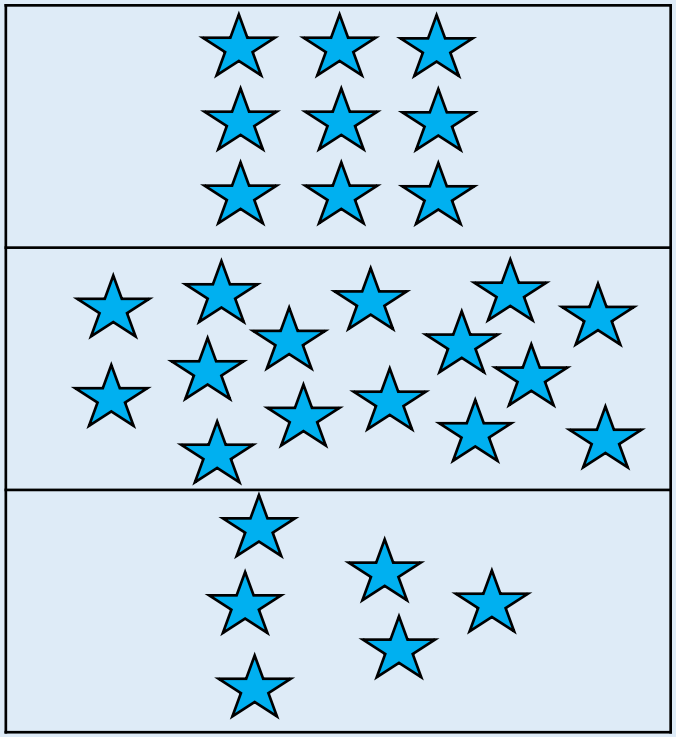


is less than

is less than

is greater than



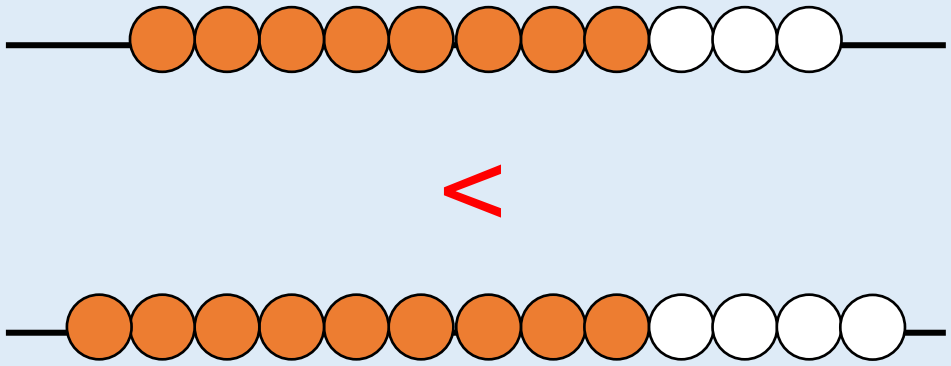
Activity 3 Compare Groups of Objects

In pairs, both make a number on a bead string (only use up to 20 beads). Compare bead strings in a sentence and using the inequality symbols.

Could you use the inequality symbols to complete the numbers?

Activity 3 Compare Groups of Objects

In pairs, both make a number on a bead string (only use up to 20 beads). Compare bead strings in a sentence and using the inequality symbols.



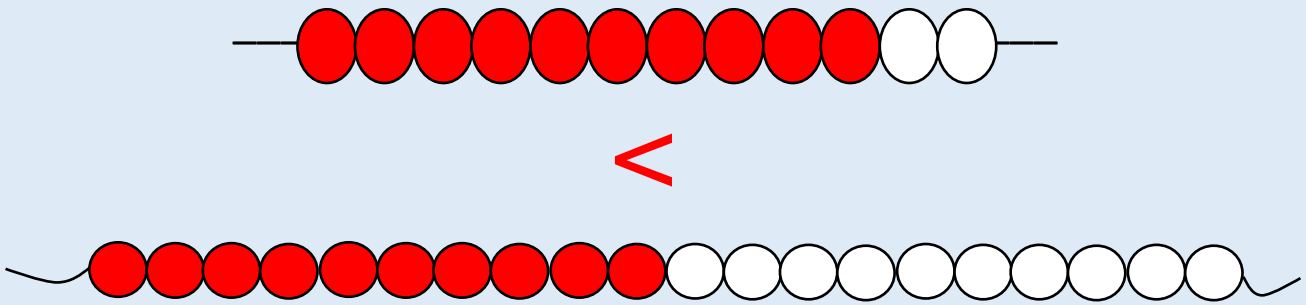
The first bead string is less than the second bead string.

Activity 3 Compare Groups of Objects

In pairs, both make a number on a bead string (only use up to 20 beads). Compare bead strings in a sentence and using the inequality symbols.

Activity 3 Compare Groups of Objects

In pairs, both make a number on a bead string (only use up to 20 beads). Compare bead strings in a sentence and using the inequality symbols.

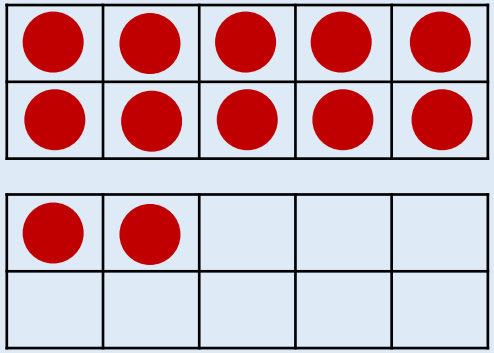


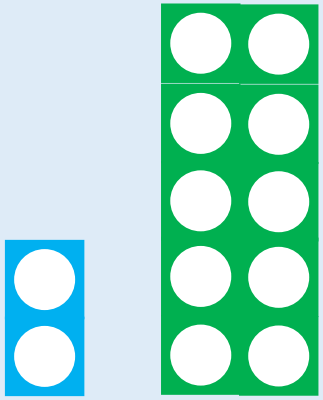
The first bead string is less than the second bead string.

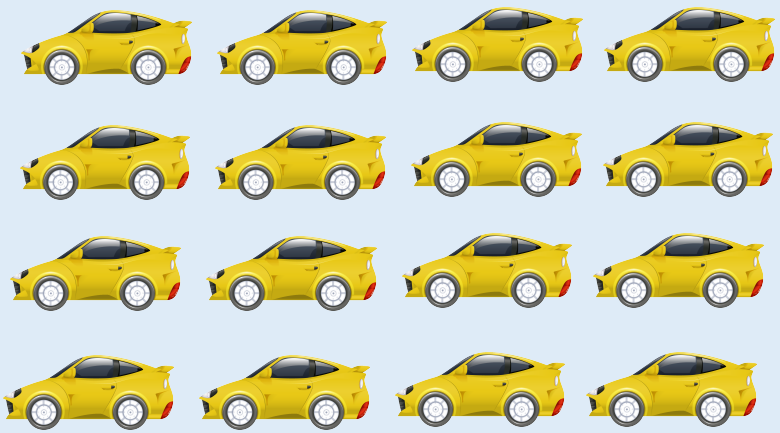
Reasoning - 1

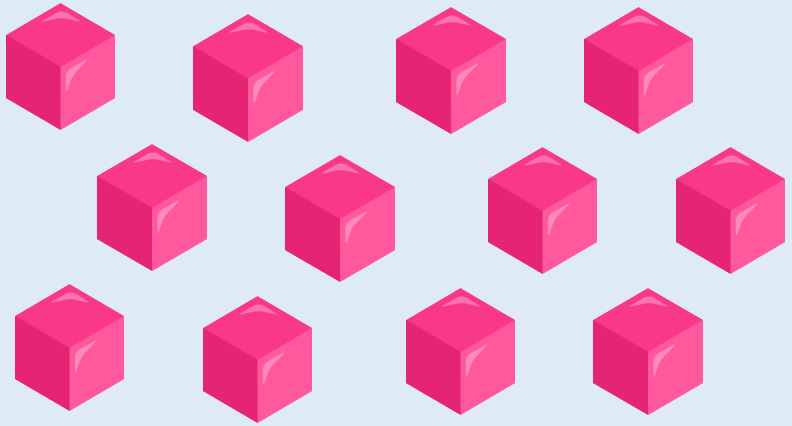
Compare Groups of Objects

Which image is the odd one out? Why?







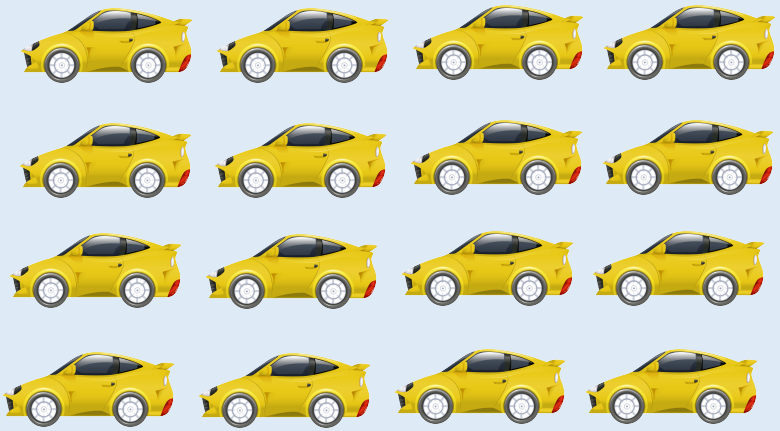


Reasoning - 1

Compare Groups of Objects

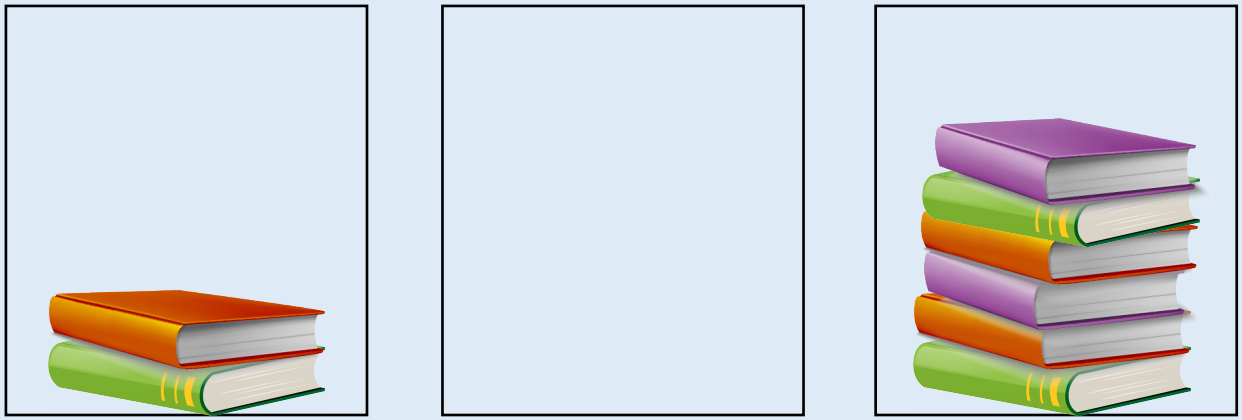
Which image is the odd one out? Why?

The cars because there are 16 and the rest are representations of 12.



Reasoning - 2 Compare Groups of Objects

How many books can go in the empty box?



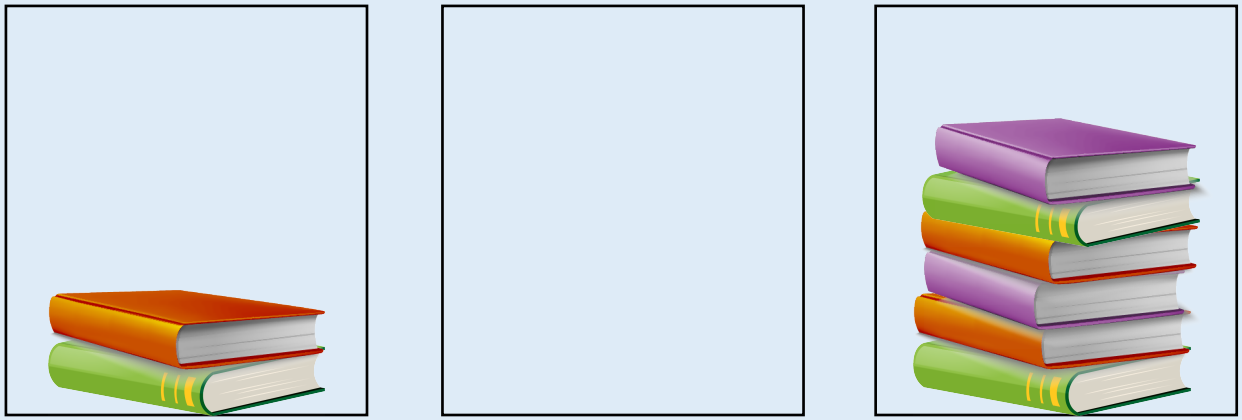
Least Most

Compare with your partners – have you drawn the same amount of books?

How many possibilities are there?
Is it possible to have 3 or 7 books in the middle pile?

Reasoning - 2 Compare Groups of Objects

How many books can go in the empty box?



Least Most

The middle box could have 3, 4 or 5 books.

Discussion

Compare Groups of Objects

Can you see which group is greater without counting them?
How do you know?
How many in each group?

Which group has the most?
Which group has the least?
How do you know?

How many more does group ___ have than group ___?
Could you use the inequality symbols to compare the numbers?

Compare Numbers

1

Fluency Teaching Slides

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Activity 1 Compare Numbers

Circle the greatest number in each row.

- Twelve Twenty
- 8 17

Which number is the largest/greatest? How do you know?

Activity 1 Compare Numbers

Circle the greatest number in each row.

- Twelve Twenty
- 8 17

Activity 1 Compare Numbers

Circle the greatest number in each row.

- Thirteen 9
- 17 Twenty

Activity 1 Compare Numbers

Circle the greatest number in each row.

- Thirteen 9
- 17 Twenty

Activity 1 Compare Numbers

Circle the greatest number in each row.

- Seventeen Eight Fifteen
- 13 11 19

Activity 1 Compare Numbers

Circle the greatest number in each row.

- Seventeen Eight Fifteen
- 13 11 19

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

13	17

11	12	13	14	15	16	17	18	19	20

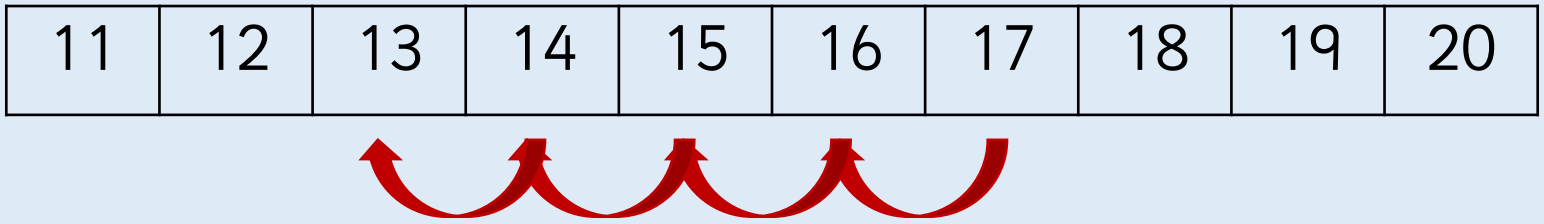
Which number is the smallest? How do you know?

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

13

17



13 is smaller than 17.

13 is smaller by 4.

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

12	15

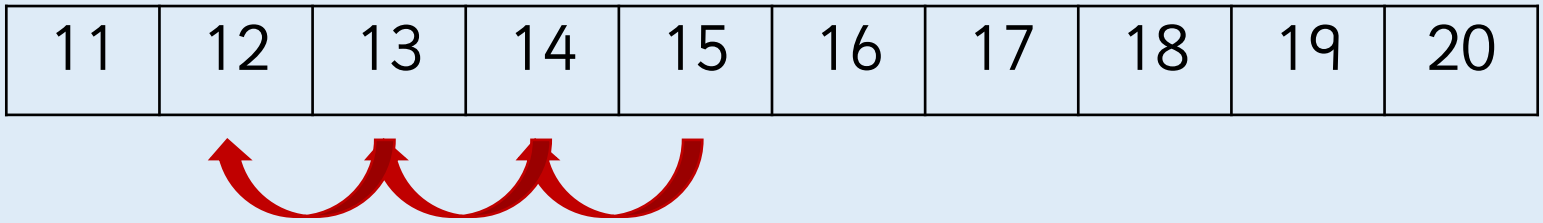
11	12	13	14	15	16	17	18	19	20

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

12

15



12 is smaller than 15.

12 is smaller by 3.

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

18	13

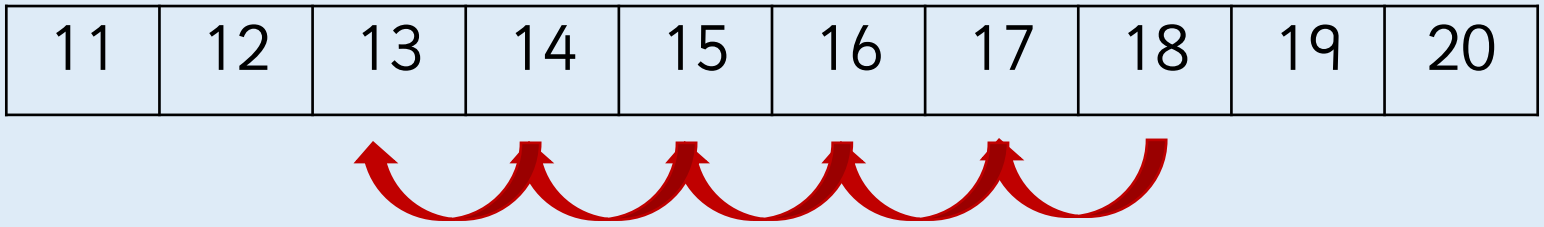
11	12	13	14	15	16	17	18	19	20

Activity 2 Compare Numbers

Here are two number cards. Use a number track to explain which one is smaller, and by how many.

18

13



13 is smaller than 18.

13 is smaller by 5.

Activity 3 Compare Numbers

Complete the statements.

14 ◯ 9

19 ◯ 20

13 < ____

What happens to the sign when you swap the numbers around?

Activity 3 Compare Numbers

Complete the statements.

14	>	9
19	<	20
13	<	15

Activity 3 Compare Numbers

Complete the statements.

17 ☐ 9

14 ☐ 20

11 ☐ ___

20 ☐ twenty

Activity 3 Compare Numbers

Complete the statements.

17	>	9
14	<	20
11	=	11
20	=	twenty

Reasoning - 1 Compare Numbers

Leanna has three jars of sweets.

A = 10

B = ___

C = 16

Leanna

A has the least sweets. C has the most sweets.

How many sweets could be in B?

Reasoning - 1 Compare Numbers

Leanna has three jars of sweets.

A = 10 B = ___ C = 16

Possible answers:
11, 12, 13, 14, 15

Discussion point with class: can it be 10 or 16?
It cannot because it would have to be phrased
'A and B have the least/most.'

Reasoning - 2 Compare Numbers

Fill the gaps:

_____ is more than 10 but less than 15.

_____ is less than seventeen but more than eleven.

What numbers could go in the gaps?
Explain your answer.

Reasoning - 2 Compare Numbers

Fill the gaps:

_____ is more than 10 but less than 15.

_____ is less than seventeen but more than eleven.

Possible answers:

11, 12, 13, 14

12, 13, 14, 15, 16

Discussion

Compare Numbers

What happens to the sign when you swap the numbers around?

What does compare mean?
What language will you use when comparing?

Will zero be the smallest number when comparing?
What numbers are you comparing?

Which is the largest/greatest? How do you know?
Which number is the smallest? How do you know?

Which symbol can you use in your statement?

Order Groups of Objects

1

Fluency Teaching Slides

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Activity 1 Order Groups of Objects

Order the number of crayons from smallest to greatest.

How can you order the groups?

Activity 1 Order Groups of Objects

Order the number of crayons from smallest to greatest.

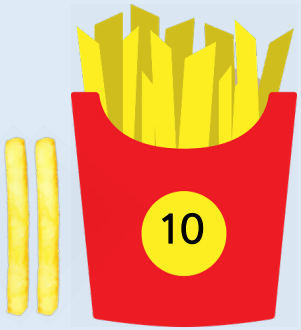
2

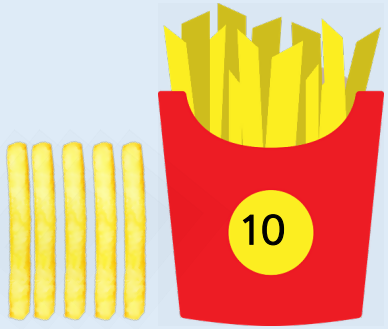
3

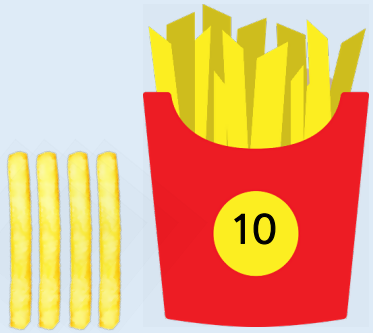
1

Activity 1 Order Groups of Objects

Order the number of chips from smallest to greatest.

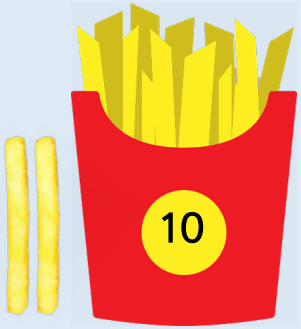




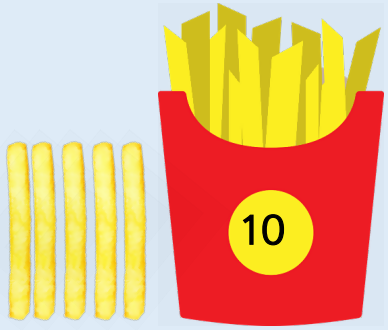


Activity 1 Order Groups of Objects

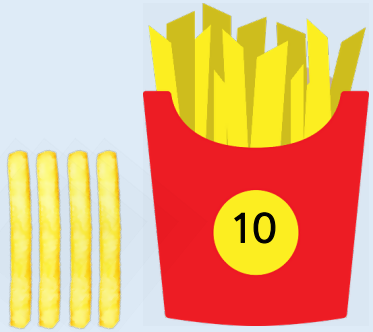
Order the number of chips from smallest to greatest.



1



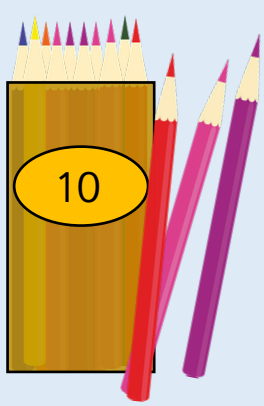
3

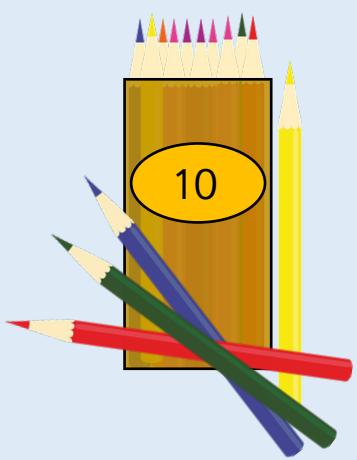


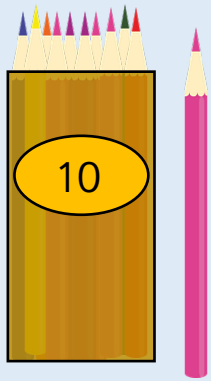
2

Activity 1 Order Groups of Objects

Order the number of pencils from smallest to greatest.

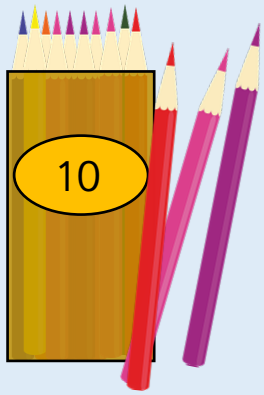


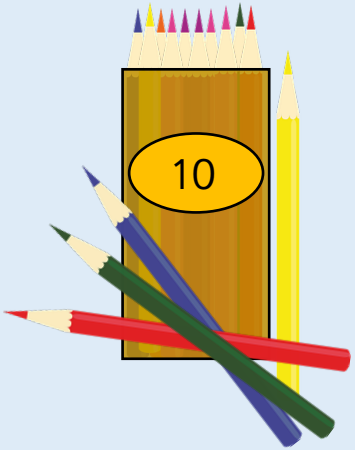


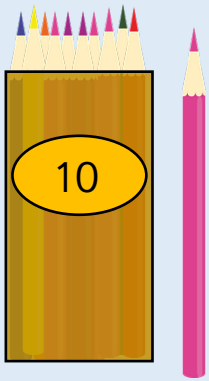


Activity 1 Order Groups of Objects

Order the number of pencils from smallest to greatest.







2	3	1

Activity 2 Order Groups of Objects

Use cubes to make these numbers and then order them from greatest to smallest.

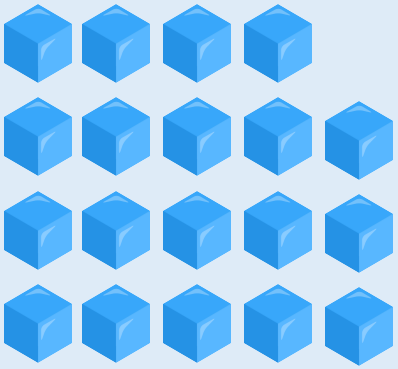
19 3 14

How can you work out which is the largest/smallest?

Activity 2 Order Groups of Objects

Use cubes to make these numbers and then order them from greatest to smallest.

19

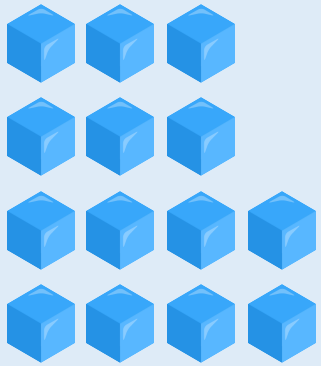


1

3

3

14

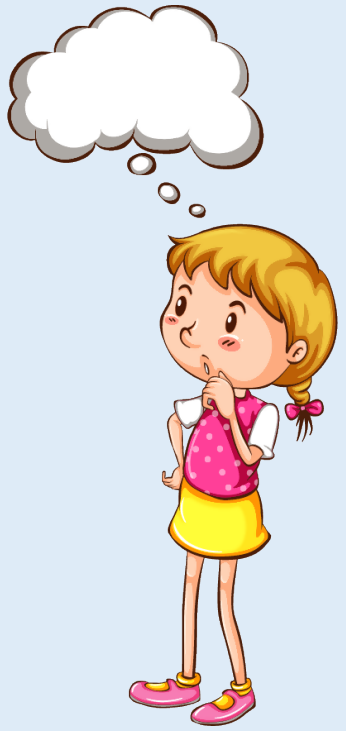


2

Activity 2 Order Groups of Objects

Use cubes to make these numbers and then order them from greatest to smallest.

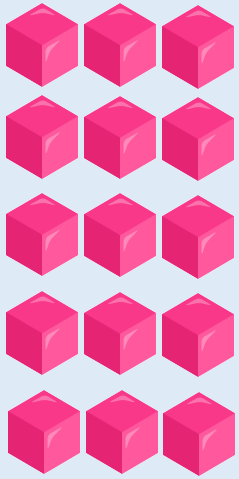
15 20 11



Activity 2 Order Groups of Objects

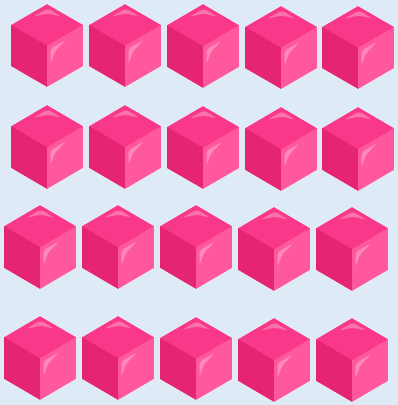
Use cubes to make these numbers and then order them from greatest to smallest.

15



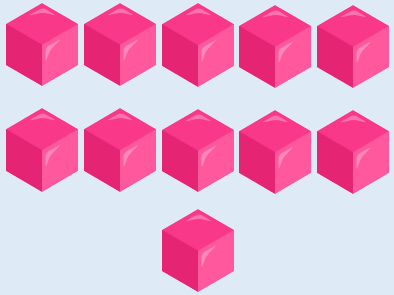
2

20



1

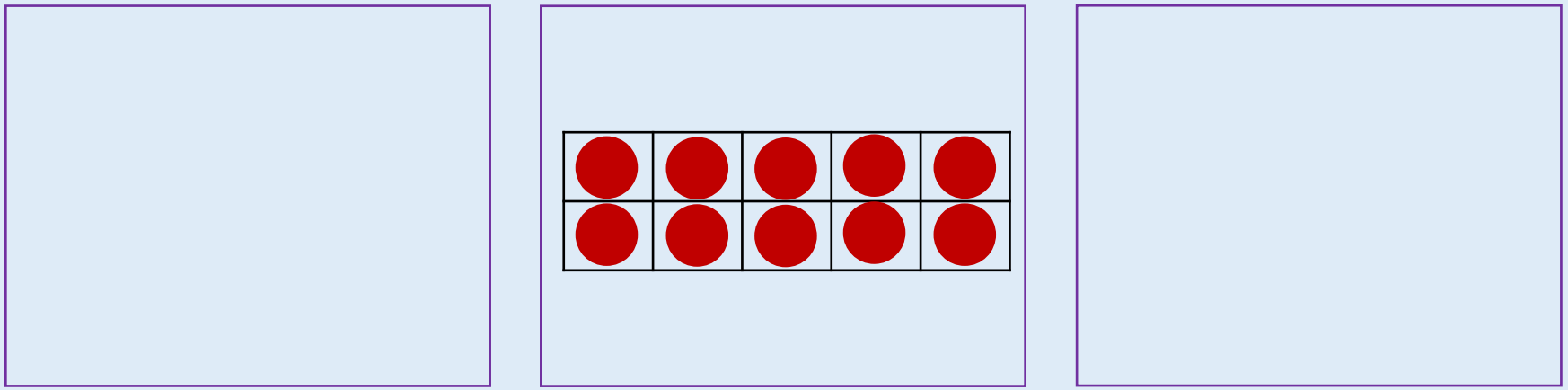
11



3

Activity 3 Order Groups of Objects

Place cubes in the boxes so that the numbers are ordered from smallest to greatest.

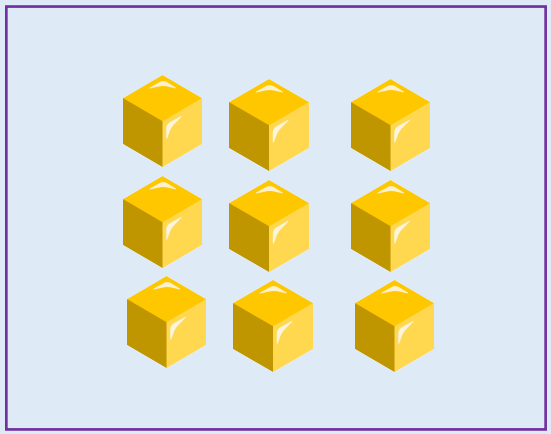


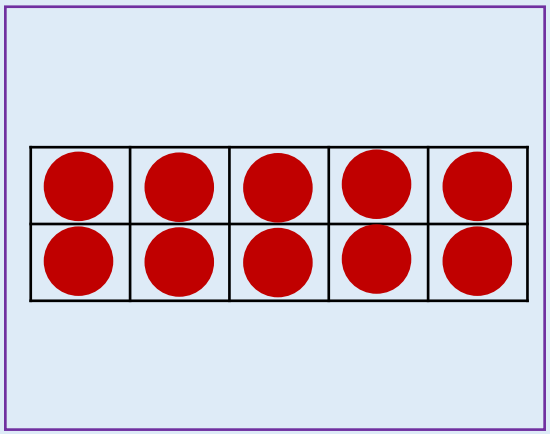
Smallest → Greatest

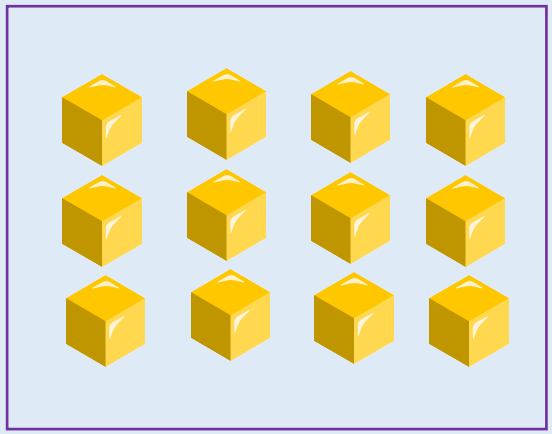
What is happening to the numbers when we order from largest to smallest?

Activity 3 Order Groups of Objects

Place cubes in the boxes so that the numbers are ordered from smallest to greatest.



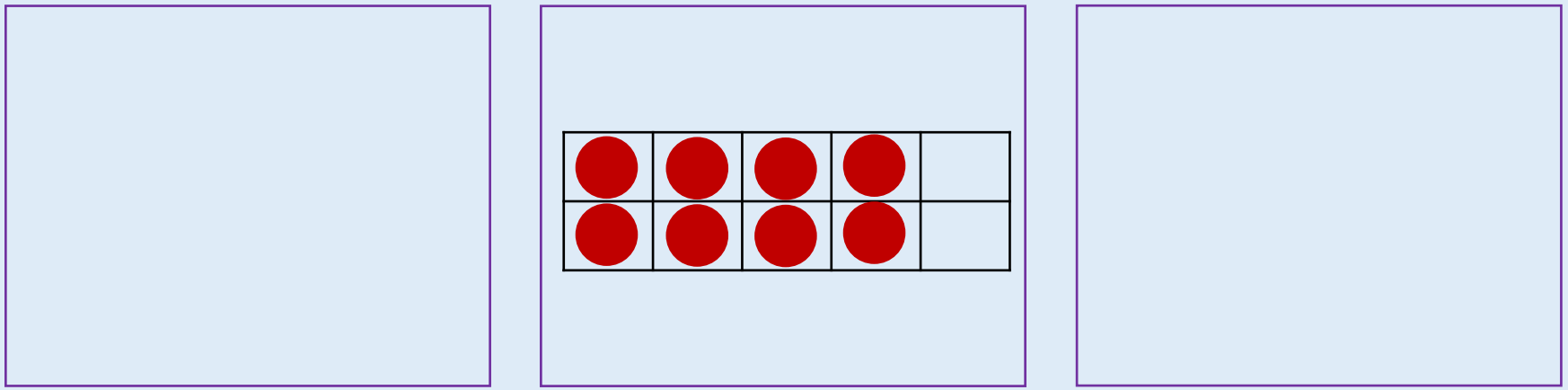




Smallest → Greatest

Activity 3 Order Groups of Objects

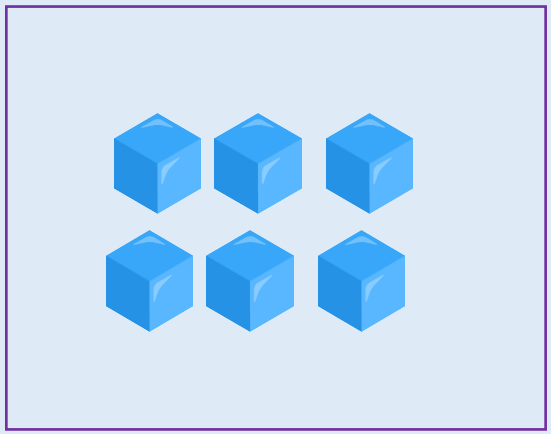
Place cubes in the boxes so that the numbers are ordered from smallest to greatest.

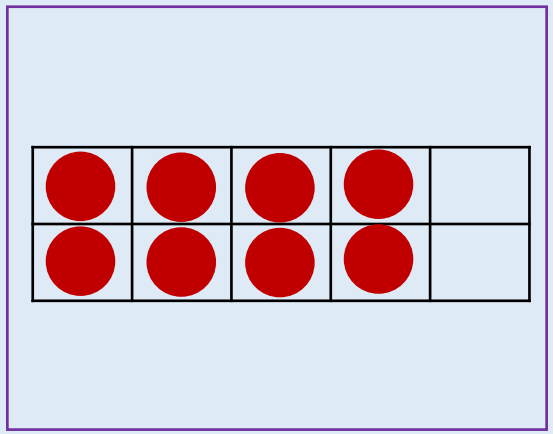


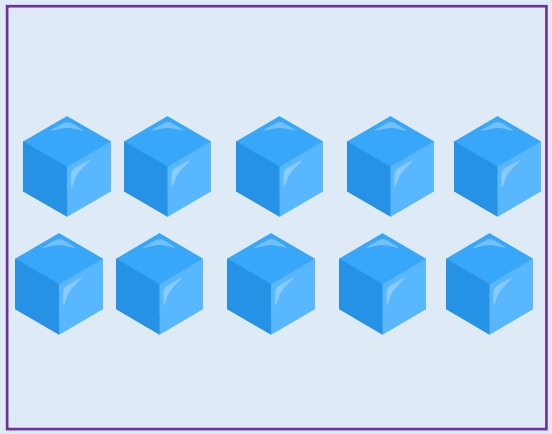
Smallest → Greatest

Activity 3 Order Groups of Objects

Place cubes in the boxes so that the numbers are ordered from smallest to greatest.



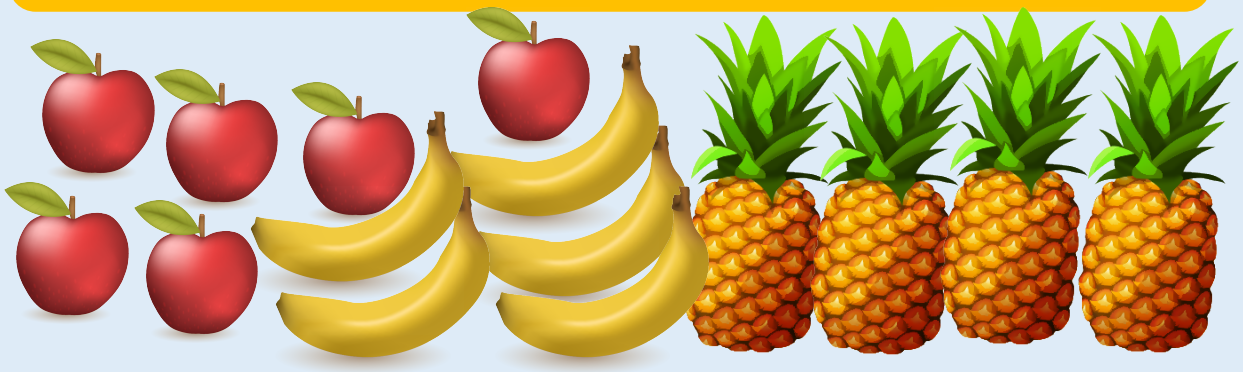




Smallest → Greatest

Reasoning - 1 Order Groups of Objects

All of the fruits are placed into baskets.



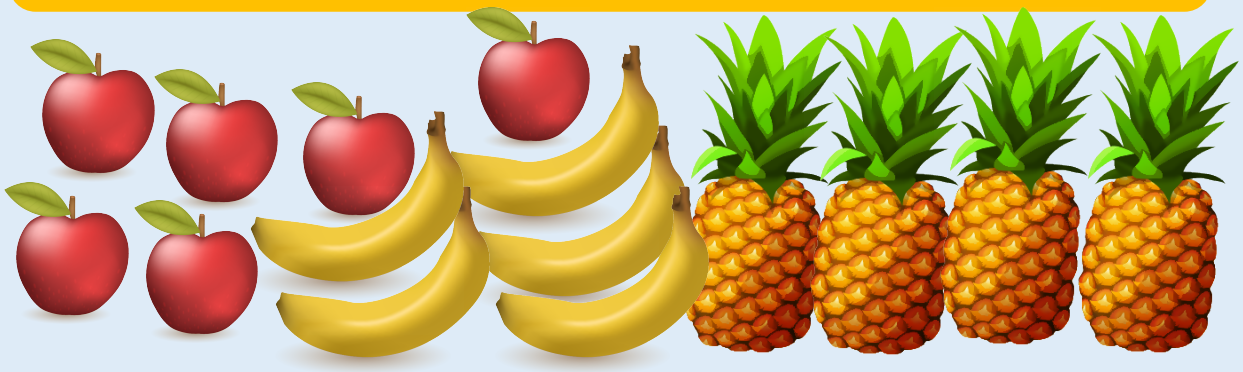
Greatest

Smallest

How many different ways can you make it correct?

Reasoning - 1 Order Groups of Objects

All of the fruits are placed into baskets.



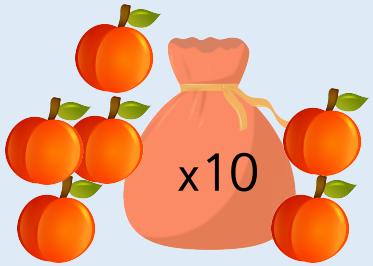
Greatest

Various answers e.g.
8, 5, 2
9, 4, 2 etc.

Smallest

Reasoning - 2 Order Groups of Objects

Malachi orders the groups of objects from smallest to greatest.



Malachi

This is the incorrect order because there are more peaches than chocolate bars.

Do you agree with Malachi?
Has Malachi done anything else wrong?

Reasoning - 2 Order Groups of Objects

Malachi orders the groups of objects from smallest to greatest.

Malachi

This is the incorrect order because there are more peaches than chocolate bars.

I agree with Malachi, there are more peaches than chocolate bars. There are also more crayons and sweets than chocolate bars.

The order should be:
Chocolate bars, sweets, crayons, peaches

Discussion

Order Groups of Objects

How can you order the groups?
How can you work out which is the largest/smallest?

Can you just look at two groups first? Why?
What is happening to the numbers when we order from largest to smallest?

Can you think of an amount less than the smallest group?
How is your drawing different to your partners?

Can you describe the order using largest and smallest?
What would happen to your description if we changed the numbers around?

Order Numbers

1

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Activity 1 Order Numbers

Order the numbers from greatest to smallest.

13 18 15

How have you been asked to order the numbers?

Activity 1 Order Numbers

Order the numbers from greatest to smallest.

13	18	15
3	1	2

Activity 1 Order Numbers

Order the numbers from greatest to smallest.

12 19 14

Activity 1 Order Numbers

Order the numbers from greatest to smallest.

12	19	14
3	1	2

Activity 2 Order Numbers

Three children were playing basketball. The scoreboard shows how many hoops they scores each. The winner is the child who scores the most hoops.

Place the children in 1st, 2nd , 3rd

Esin: 9

Zach: 16

Malachi: 13

Which is the greatest? How do you know?

Activity 2 Order Numbers

Three children were playing basketball. The scoreboard shows how many hoops they scores each. The winner is the child who scores the most hoops.

Place the children in 1st, 2nd , 3rd

Esin: 9

3rd

Zach: 16

1st

Malachi: 13

2nd

Activity 2 Order Numbers

Three children were playing basketball. The scoreboard shows how many hoops they scores each. The winner is the child who scores the most hoops.

Place the children in 1st, 2nd , 3rd

Rosie: 9

Tia: 4

Leanna: 18

Activity 2 Order Numbers

Three children were playing basketball. The scoreboard shows how many hoops they scores each. The winner is the child who scores the most hoops.

Place the children in 1st, 2nd , 3rd

Rosie: 9

2nd

Tia: 4

3rd

Leanna: 18

1st

Activity 2 Order Numbers

Three children were playing football. The scoreboard shows how many goals they scores each. The winner is the child who scores the most goals.

Place the children in 1st, 2nd , 3rd

Zach: 8

Tia: 16

Malachi: 13

Activity 2 Order Numbers

Three children were playing football. The scoreboard shows how many goals they scores each. The winner is the child who scores the most goals.

Place the children in 1st, 2nd , 3rd

Zach: 8

3rd

Tia: 16

1st

Malachi: 13

2nd

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 12, 5, 7
- 20, 17, 11

Now order them from smallest to greatest.
What do you notice?

Is it easier to order groups of objects or numbers? Why?

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 12, 5, 7
- 20, 17, 11

Greatest to smallest

- 12, 7, 5
- 20, 17, 11

Smallest to greatest

- 5, 7, 12
- 11, 17, 20

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 17, 9, 4
- 13, 19, 6

Now order them from smallest to greatest.
What do you notice?

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 17, 9, 4
- 13, 19, 6

Greatest to smallest

- 17, 9, 4
- 19, 13, 6

Smallest to greatest

- 4, 9, 17
- 6, 13, 19

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 14, 7, 18
- 20, 9, 6

Now order them from smallest to greatest.
What do you notice?

Activity 3 Order Numbers

Order the numbers from greatest to smallest.

- 14, 7, 18
- 20, 9, 6

Greatest to smallest

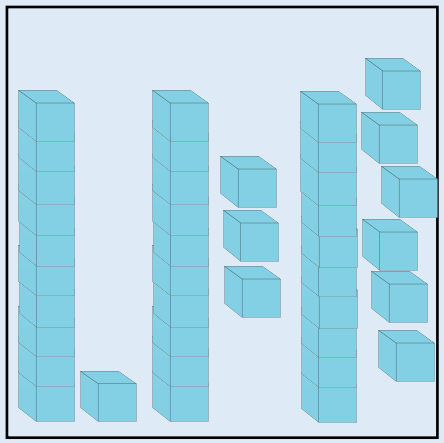
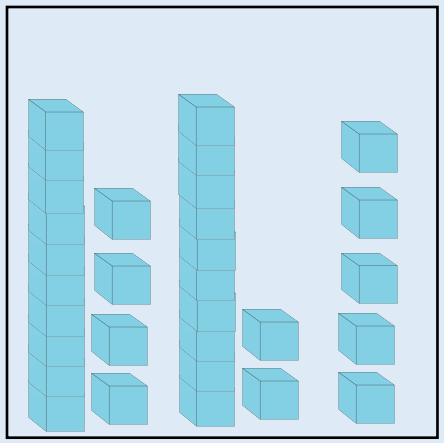
- 18, 14, 7
- 20, 9, 6

Smallest to greatest

- 7, 14, 18
- 6, 9, 20

Reasoning - 1 Order Numbers

Complete the image and match the numerals to the correct picture.

15, 17, 19		14,12, 5
		

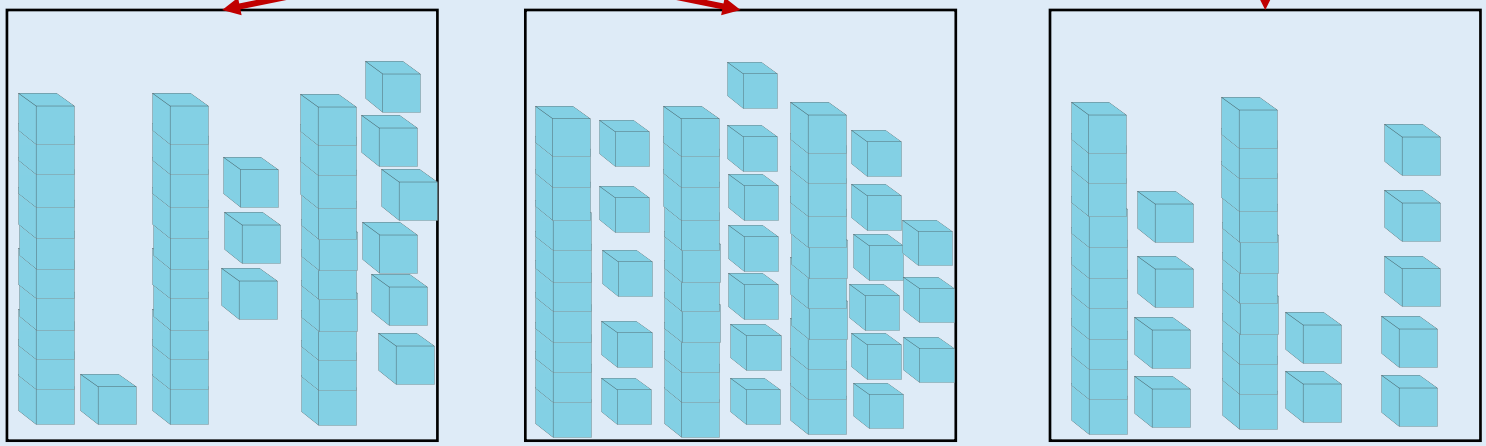
Order the numbers in each group from smallest to greatest.

Order all of the numbers from smallest to largest.

Reasoning - 1 Order Numbers

Complete the image and match the numerals to the correct picture.

15, 17, 19	11, 13, 16	14,12, 5



Order the numbers in each group from smallest to greatest.

5, 12, 14

11, 13, 16

15, 17, 19

Order all of the numbers from smallest to largest.

5, 11, 12, 13, 14, 15, 16, 17, 19

Reasoning - 2 Order Numbers

Malachi

My number is greater than 7 but less than 14.

What could his number be?

Reasoning - 2 Order Numbers

Malachi

My number is greater than 7 but less than 14.

Possible answers:

8, 9, 10, 11, 12, 13

Discussion

Order Numbers

How have you been asked to order the numbers?

Which is the greatest? How do you know?
Which is the smallest? How do you know?

Is it easier to order groups of objects or numbers? Why?

If you have numbers, can you still use objects?
Does this help? Why?

What was your strategy for comparing numbers?
Could you order the numbers in the opposite way?
Does any number stay in the same place when wo do this? Why?