Place Value

Master The Curriculum

3

Fluency Teaching Slides

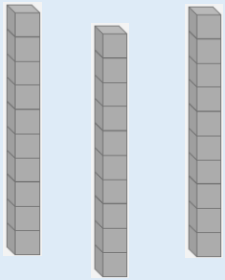
Hundreds

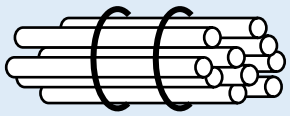
3

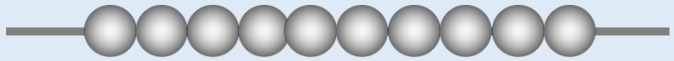
Fluency Teaching Slides

Activity 1 Hundreds

Use bundles of straws in tens, bead strings and Base 10 to explore how many tens make a hundred.
Use the equipment to count up and down in tens to make 100.







Say these sentences as you count.

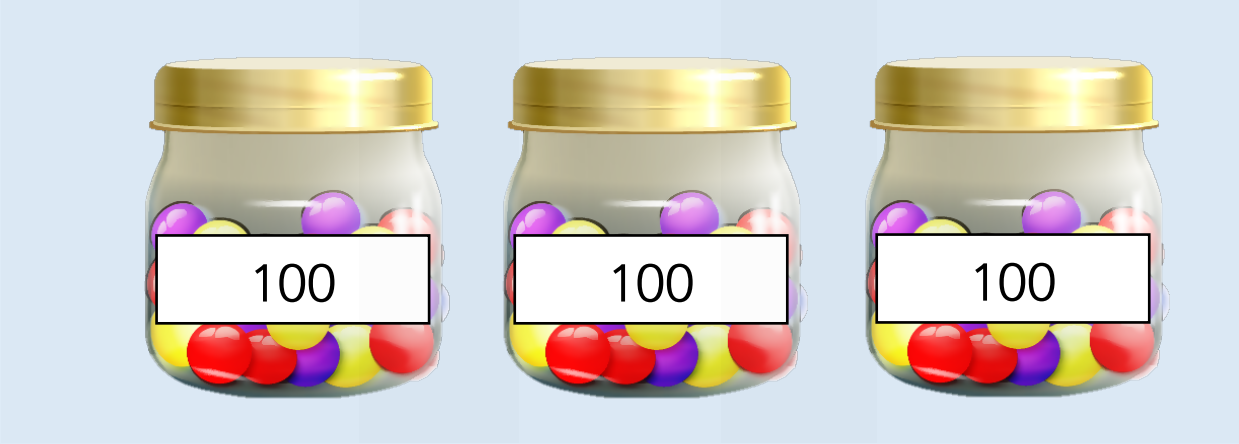
There are 3 tens this is thirty.

There are _____ this is _____.

There are _____ tens in one hundred.

Activity 2 Hundreds

There are 100 sweets in each jar.

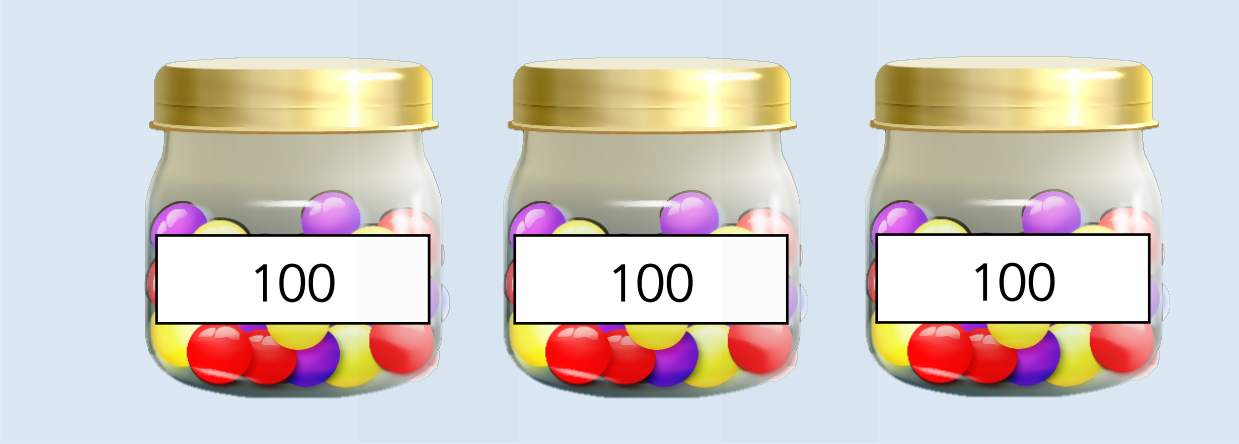


How many sweets are there altogether?
Write your answer in numerals and words.

What do these digits mean/represent?

Activity 2 Hundreds

There are 100 sweets in each jar.



How many sweets are there altogether?
Write your answer in numerals and words.

300

Three hundred

Activity 2 Hundreds

There are 100 sweets in each jar.

How many sweets are there altogether?
Write your answer in numerals and words.

Activity 2 Hundreds

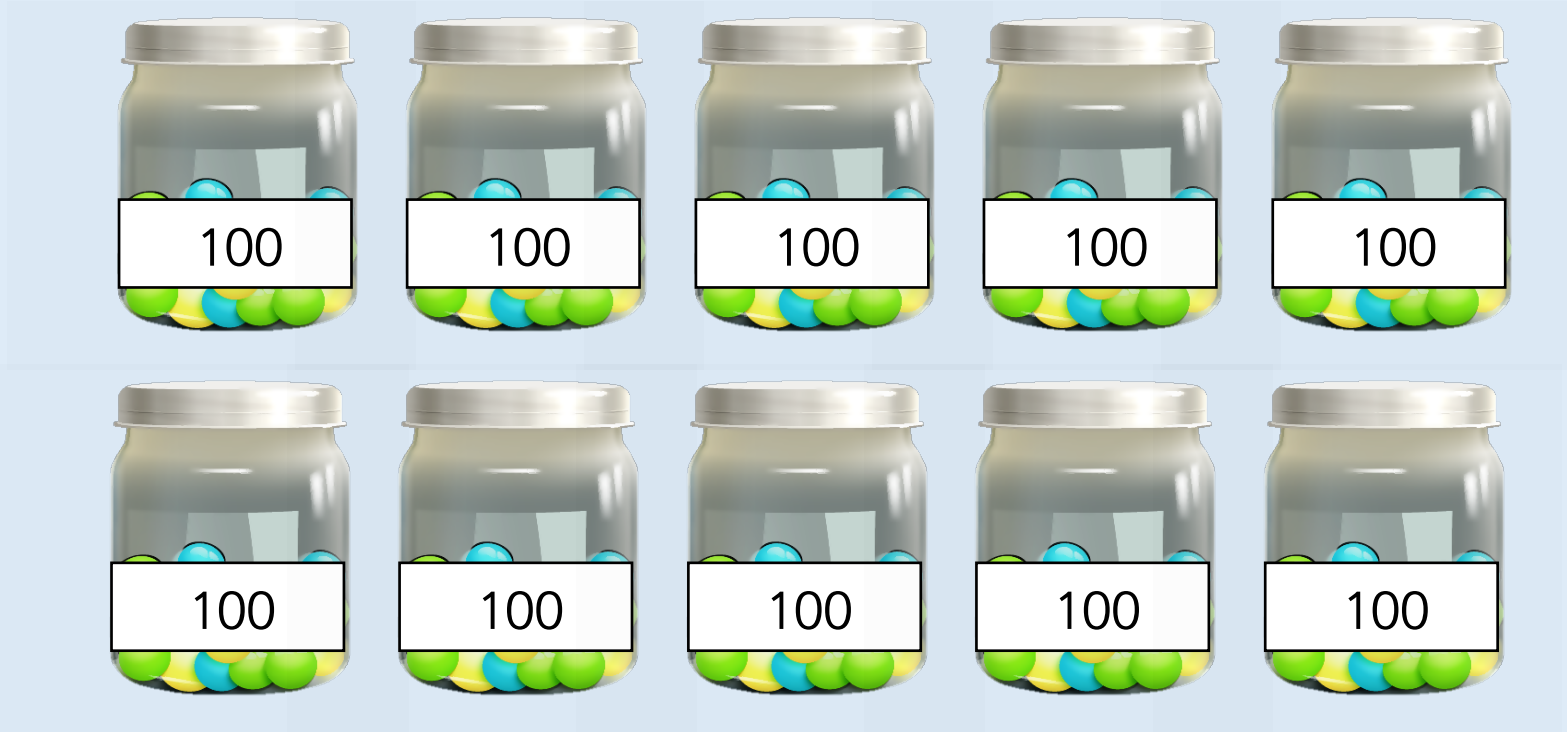
There are 100 sweets in each jar.

How many sweets are there altogether?
Write your answer in numerals and words.

600
Six hundred

Activity 2 Hundreds

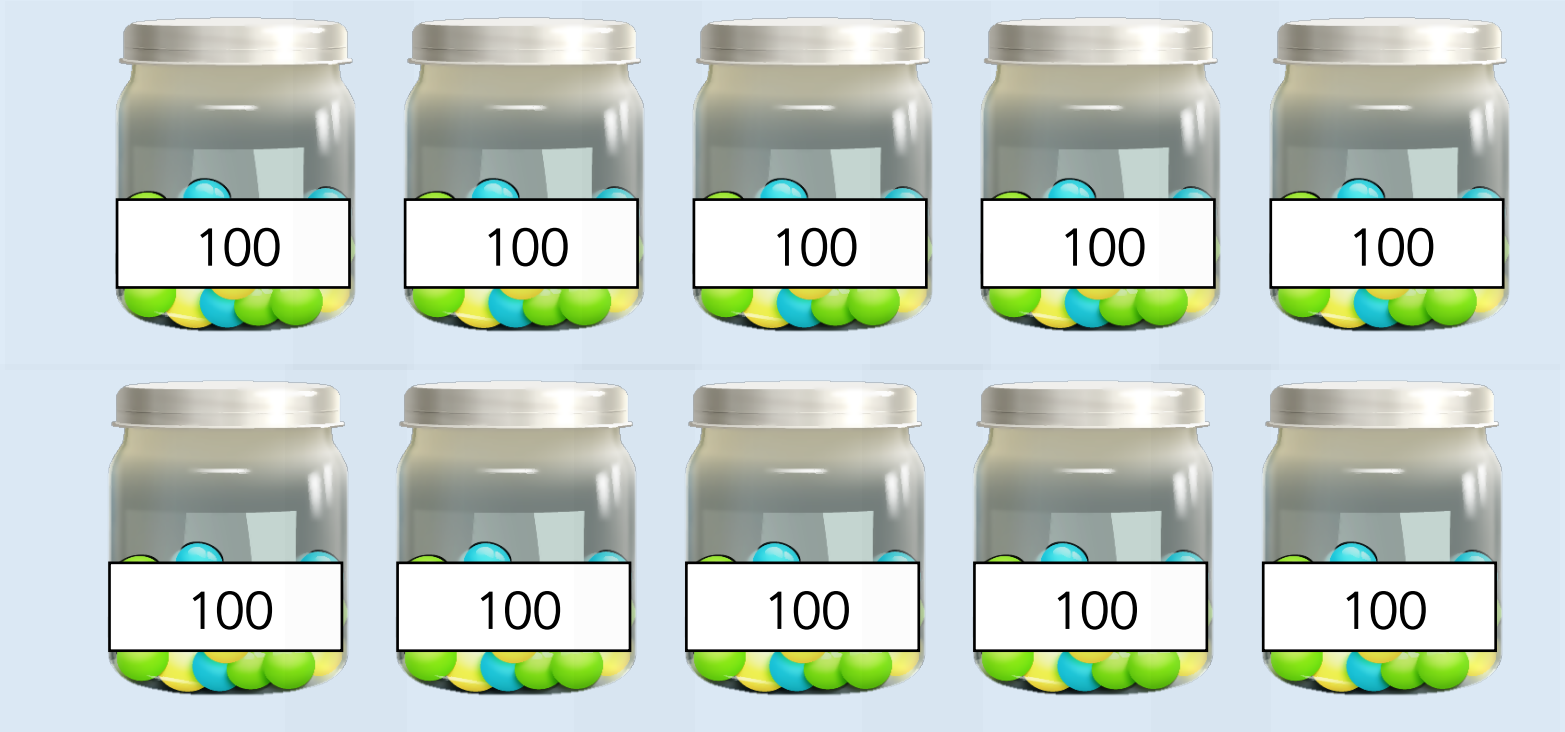
There are 100 sweets in each jar.



How many sweets are there altogether?
Write your answer in numerals and words.

Activity 2 Hundreds

There are 100 sweets in each jar.



How many sweets are there altogether?
Write your answer in numerals and words.

1,000

One thousand

Activity 2 Hundreds

There are 100 footballs in each box.

How many footballs are there altogether?
Write your answer in numerals and words.

Activity 2 Hundreds

There are 100 footballs in each box.

How many footballs are there altogether?
Write your answer in numerals and words.

500

Five hundred

Activity 3 Hundreds

Complete the number tracks.

200	300		500			800	

	900	800			500		

If we continue counting in tens, what do we say after 100?

Activity 3 Hundreds

Complete the number tracks.

200	300	400	500	600	700	800	900

1000	900	800	700	600	500	400	300

True or False?

If I count in 100s from zero, all of the numbers will be even.
Convince me.

True or False?

If I count in 100s from zero, all of the numbers will be even.
Convince me.

True, because if you start with zero and add 100 you get an even number, and you are adding another even number so the number will always be even.

Reasoning - 2 Hundreds

Always, Sometimes, Never?

- When counting in hundreds, the ones column changes.
- When counting in hundreds, the hundreds column changes.
- To count in hundreds we use 3-digit numbers.

Reasoning - 2 Hundreds

Always, Sometimes, Never?

- When counting in hundreds, the ones column changes.

Never

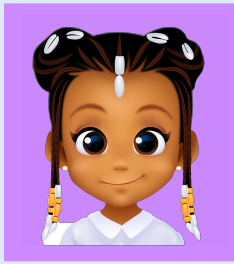
- When counting in hundreds, the hundreds column changes.

Always

- To count in hundreds we use 3-digit numbers.

Sometimes

Reasoning - 3 Hundreds



Tia thinks the place value grid is showing the number nine.

Hundreds	Tens	Ones
100 100 100 100 100 100 100 100 100		

Do you agree? Explain why.

Using all of the counters, what is the smallest number you can make?

What other numbers could you make?

Reasoning - 3 Hundreds

Tia thinks the place value grid is showing the number nine.

Hundreds	Tens	Ones
100 100 100 100 100 100 100 100 100		

Tia is incorrect because the nine counters are in the hundreds column so they represent nine hundreds. The number is 900.

The smallest number that can be made is 9.

Other possible numbers include:

90

180

450

Etc.

Discuss Hundreds

How many tens have you made? How else can we say this?

What do these digits mean/represent?

How many ones have you made? How else can you say this?

If we continue counting in tens, what do we say after 100?

What numbers wouldn't we say?

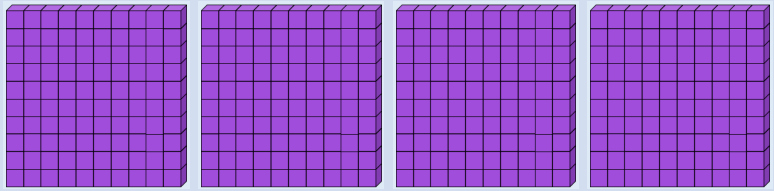
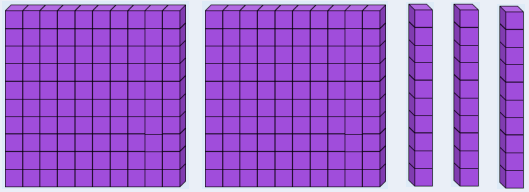
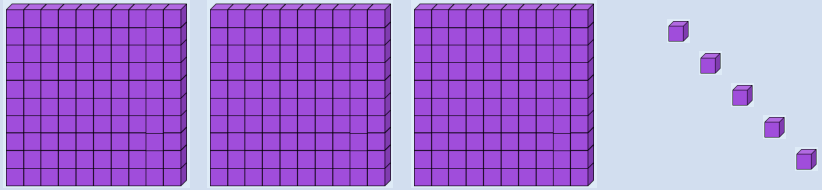
Numbers to 1,000

3

Fluency Teaching Slides

Activity 1 Numbers to 1,000

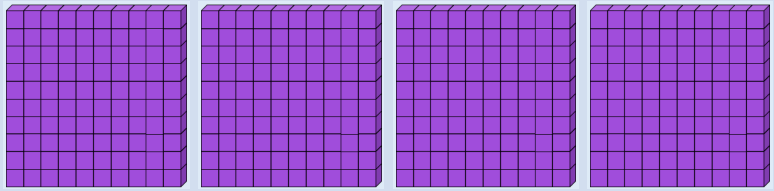
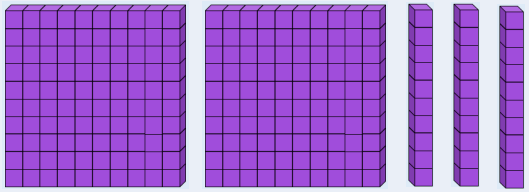
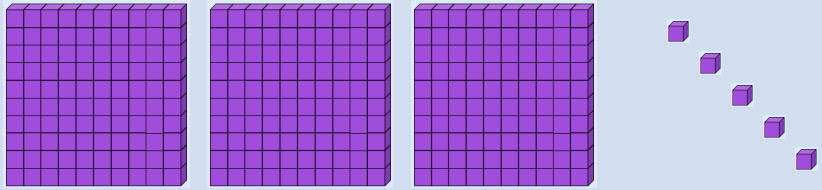
Write down the number represented with Base 10 in each case.

Representation	Number
	
	
	

Does it matter which order you build the number in?

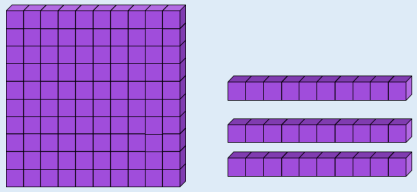
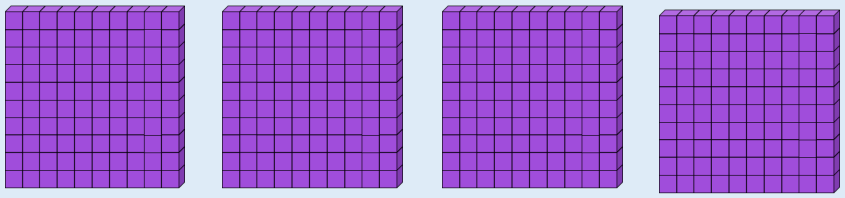
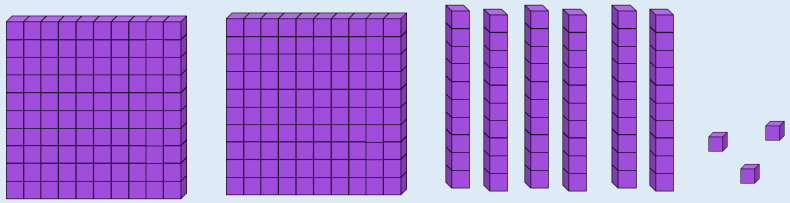
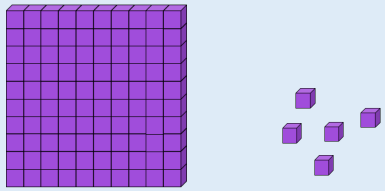
Activity 1 Numbers to 1,000

Write down the number represented with Base 10 in each case.

Representation	Number
	400
	230
	305

Activity 1 Numbers to 1,000

Write down the number represented with Base 10 in each case.

Representation	Number
	
	
	
	

Activity 1 Numbers to 1,000

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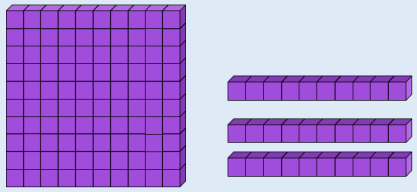
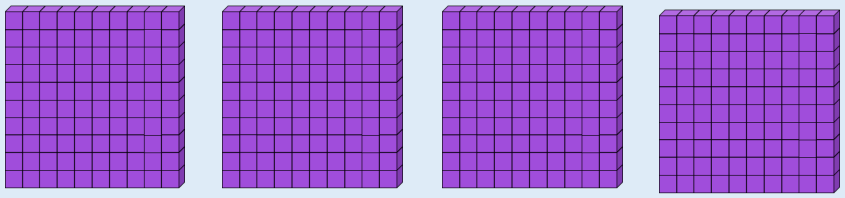
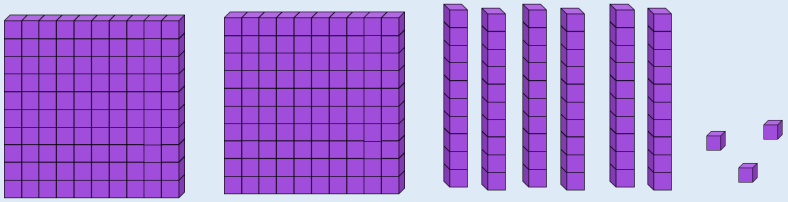
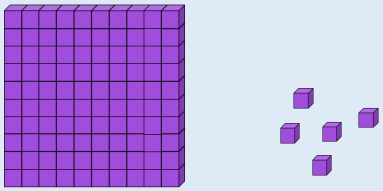
	130
	400
	263
	105

Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

700

407

120

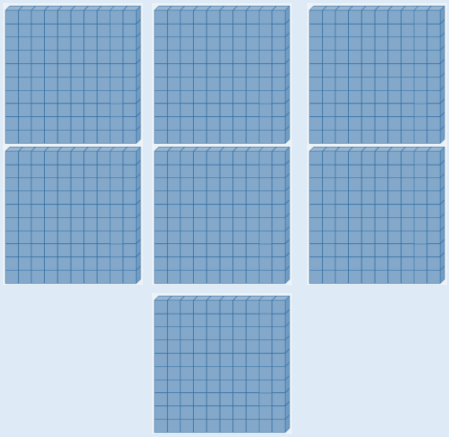
999

Do you prefer using the Base 10 or drawing the Base 10? Why?

Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

700



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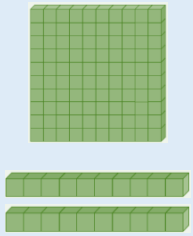

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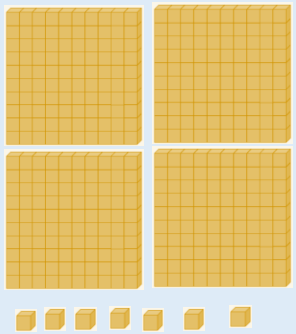

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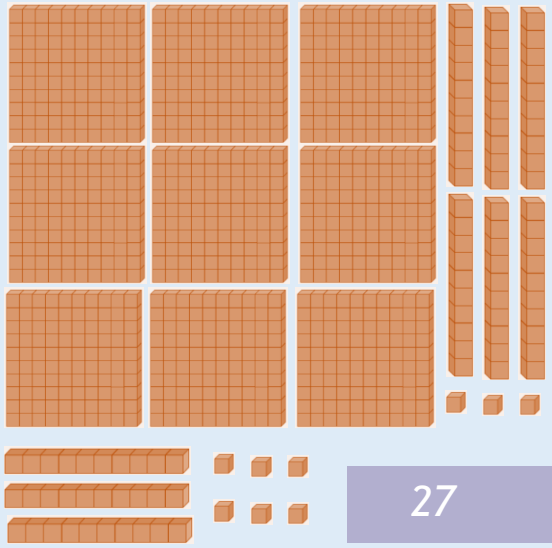


Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

360

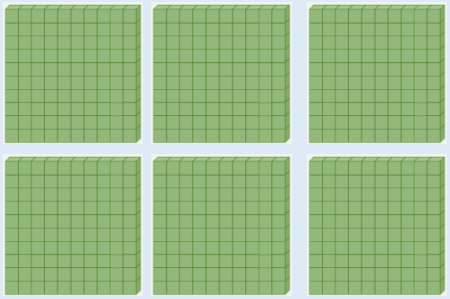
600

809

Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

600



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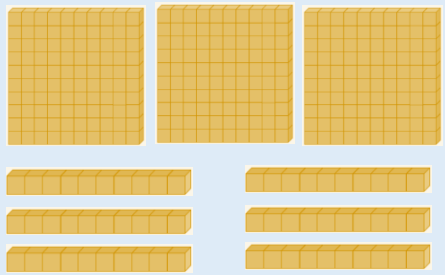

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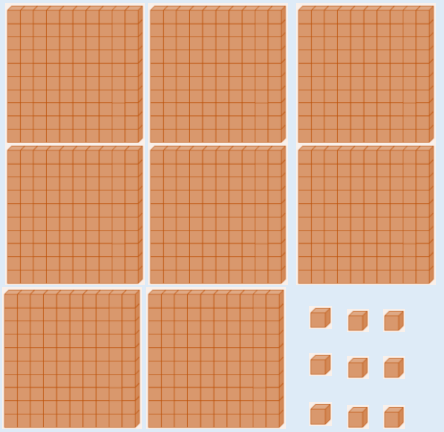


Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

732

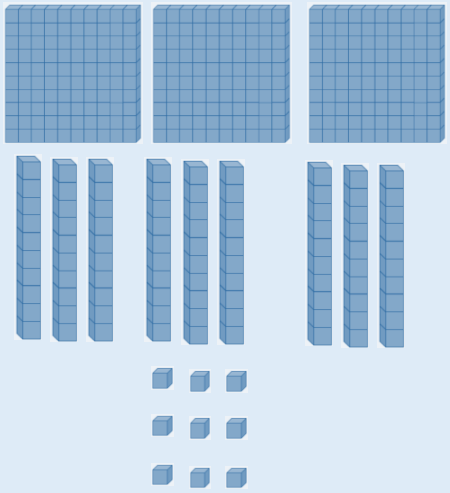
399

105

Activity 2 Numbers to 1,000

Use Base 10 to represent the numbers.

399



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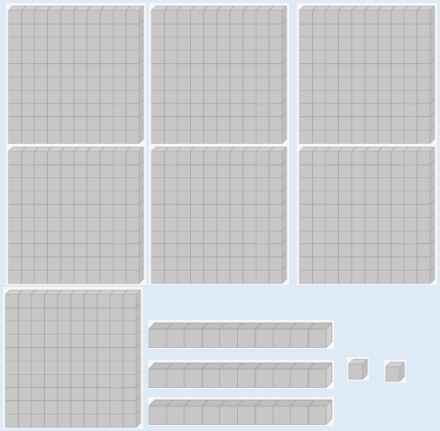

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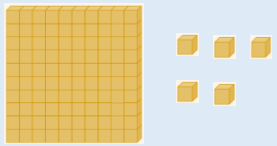
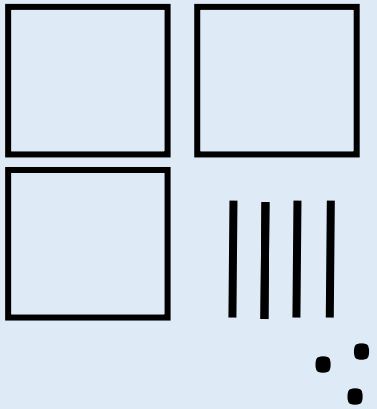
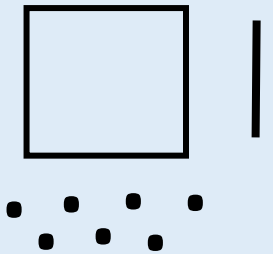


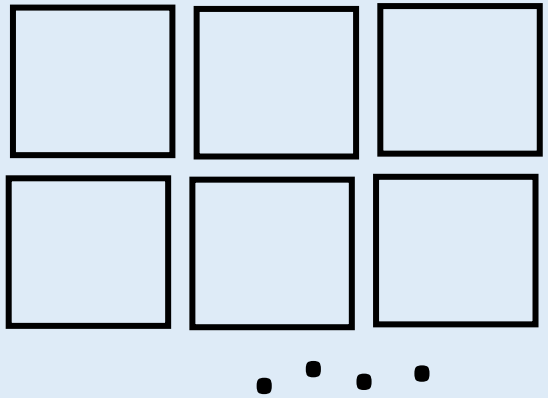
Numbers to 1,000

You can represent a number by drawing Base 10.

What number do these drawings represent?







Numbers to 1,000

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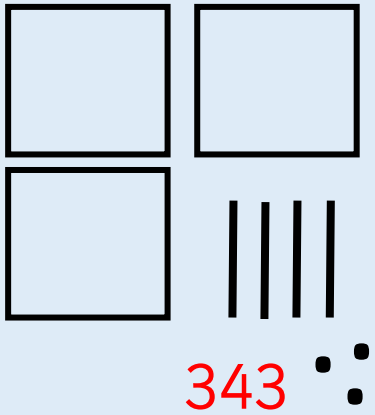

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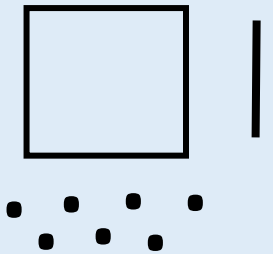
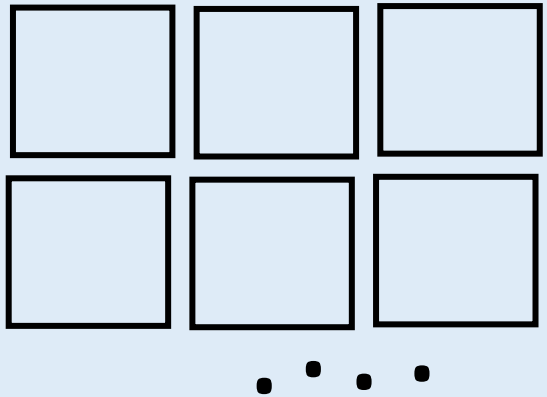


117



604

Activity 3 Numbers to 1,000

Zach is drawing numbers.
Can you complete them for him?

246

390

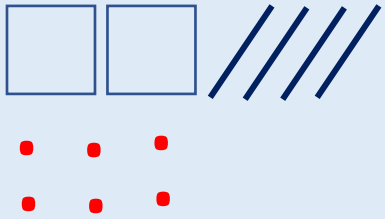
706

Can you create a part-whole model using or drawing Base 10 in each circle?

Activity 3 Numbers to 1,000

Zach is drawing numbers.
Can you complete them for him?

246



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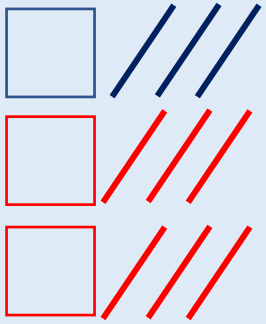

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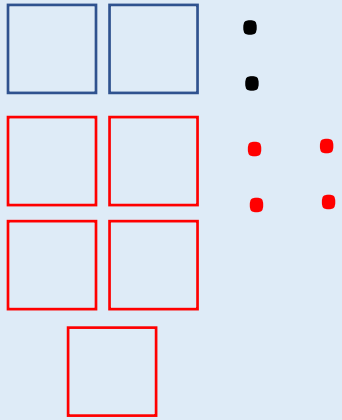


Activity 3 Numbers to 1,000

Malachi is drawing numbers.
Can you complete them for him?

438

□□□ ///.

580

□□ ////

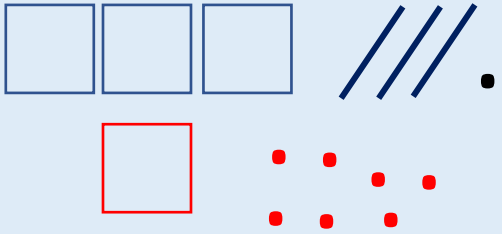
105

□

Activity 3 Numbers to 1,000

Malachi is drawing numbers.
Can you complete them for him?

438



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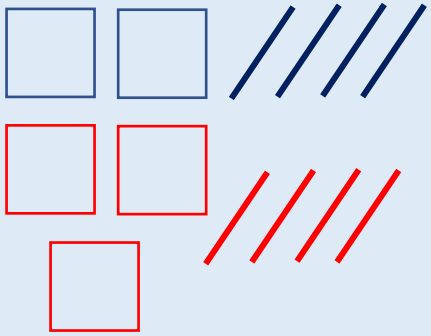

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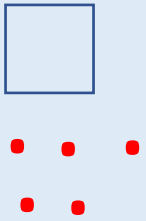
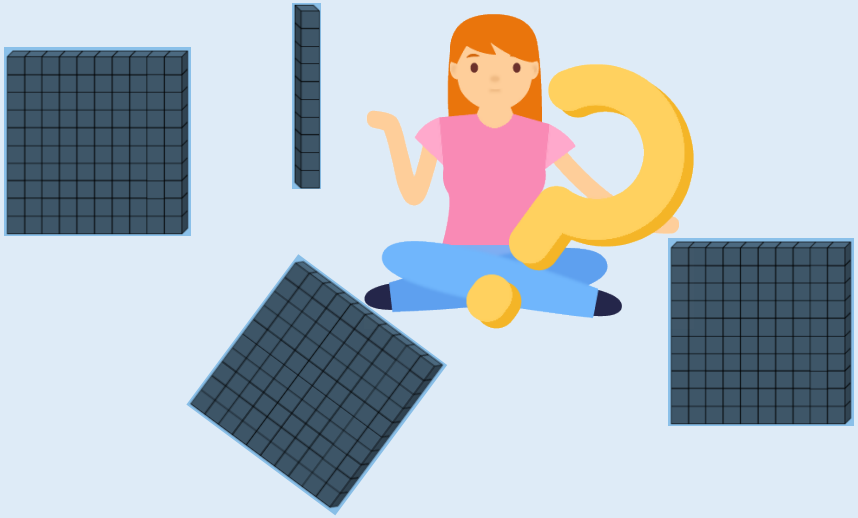


Numbers to 1,000

Malachi has 520 in Base 10 but some are covered.

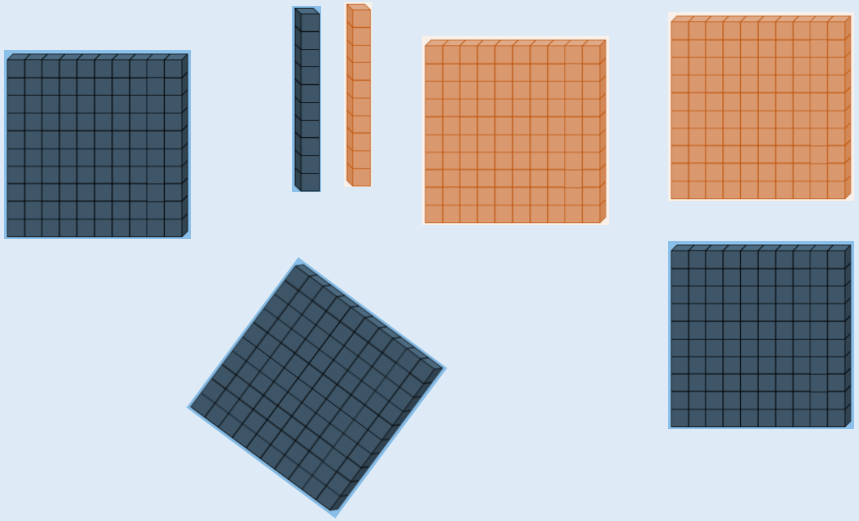


Work out the missing amount.

How many different ways can you make the missing amount using Base 10?

Numbers to 1,000

Malachi has 520 in Base 10 but some are covered.

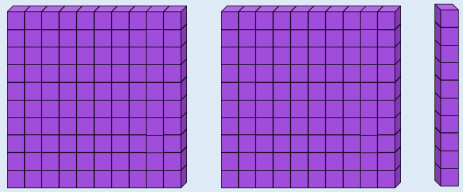


You can make the missing amount by adding two hundreds and one ten, or one hundred and eleven tens, etc.

Numbers to 1,000

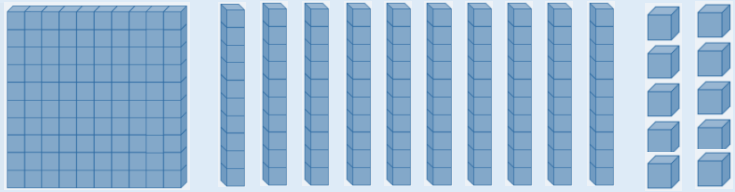
Which child has made the number 210?

Rosie

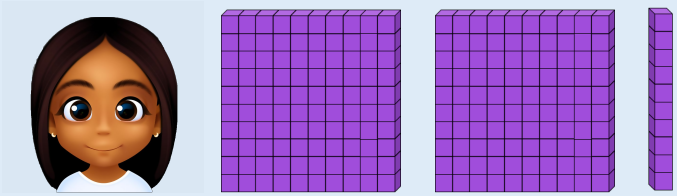


Explain how you know.

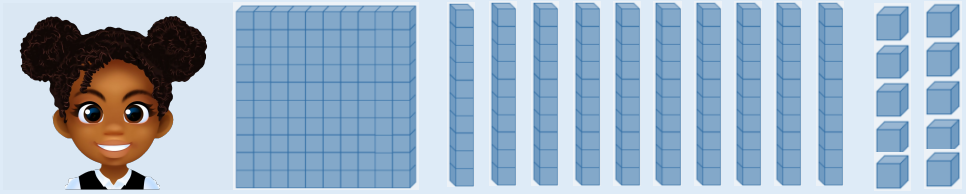
Leanna



Which child has made the number 210?



Rosie



Leanna

Rosie and Leanna have both made the number 210 but represented it differently.

2 hundreds, 1 ten is the same as 1 hundred 10 tens and 10 ones.

Discuss

Numbers to 1,000

Does it matter which order you build the number in?

Can you have more than 9 of the same object? E.g. 11 tens.

Do you prefer using the Base 10 or drawing the Base 10? Why?

Can you create a part-whole model using or drawing Base 10 in each circle?

100s, 10s and 1s (1)

3

Fluency Teaching Slides

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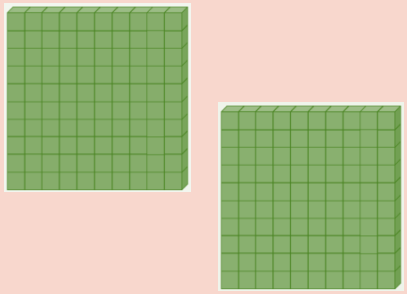
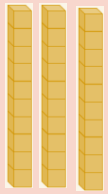
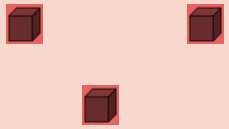
Activity 1 — 100s, 10s, and 1s (1)

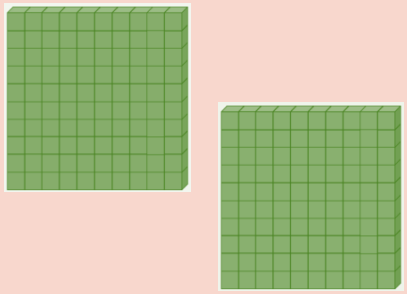
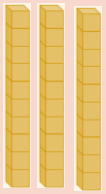
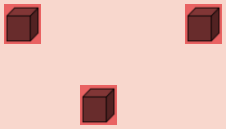
What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

Write your answer in numerals and in words.

Activity 1 — 100s, 10s, and 1s (1)

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

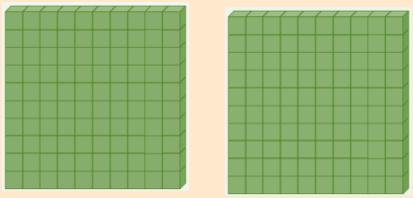
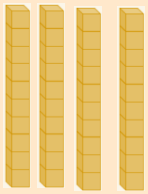
Write your answer in numerals and in words.

The number is: 233

two hundred thirty-three

Activity 1 — 100s, 10s, and 1s (1)

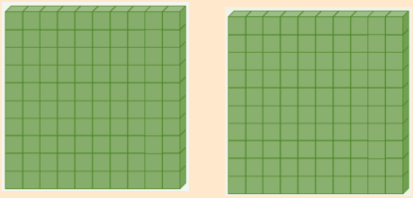
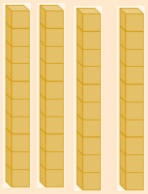
What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

Write your answer in numerals and in words.

Activity 1 — 100s, 10s, and 1s (1)

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

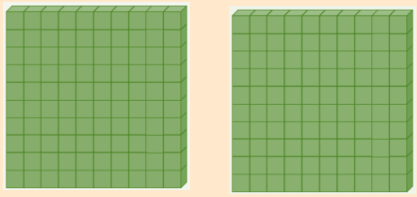
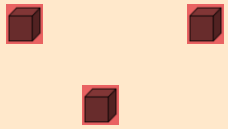
Write your answer in numerals and in words.

The number is: 241

two hundred forty-one

Activity 2 — 100s, 10s, and 1s (1)

Complete this place value chart so that it shows the number 354.

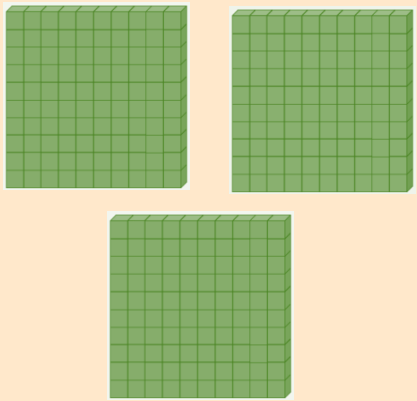
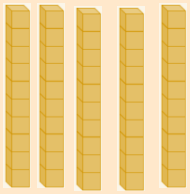
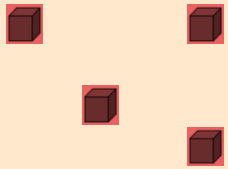
Hundreds	Tens	Ones
		

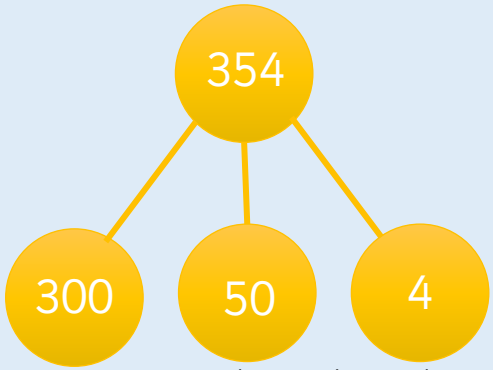
Represent the number using a part-whole model.

Why is it important to put the values into the correct column on the place value chart?

Activity 2 — 100s, 10s, and 1s (1)

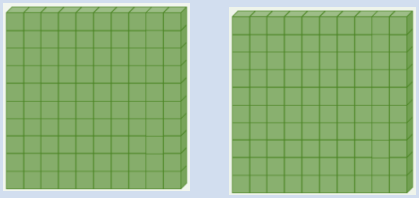
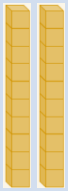
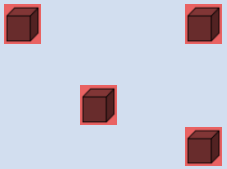
Complete this place value chart so that it shows the number 354.

Hundreds	Tens	Ones
		



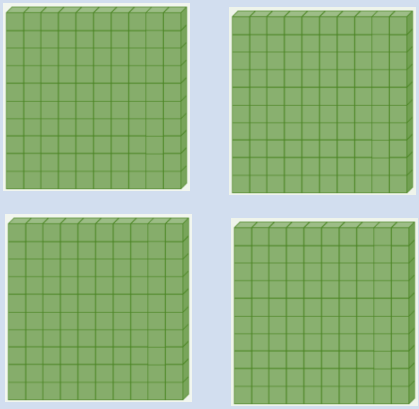
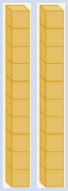
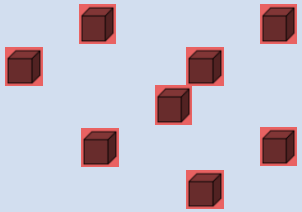
Activity 2 — 100s, 10s, and 1s (1)

Complete this place value chart so that it shows the number 428.

Hundreds	Tens	Ones
		

Activity 2 — 100s, 10s, and 1s (1)

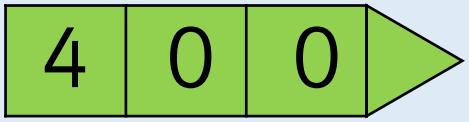
Complete this place value chart so that it shows the number 428.

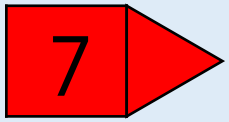
Hundreds	Tens	Ones
		

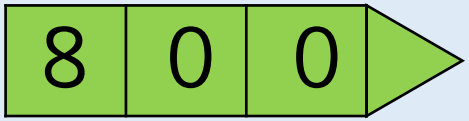
Activity 3

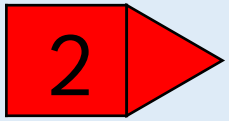
100s, 10s, and 1s (1)

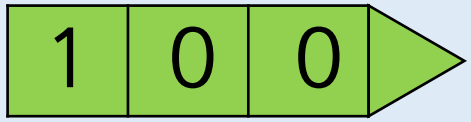
What number do the arrow cards make?











Activity 3

100s, 10s, and 1s (1)

What number do the arrow cards make?

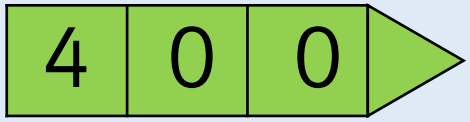
407

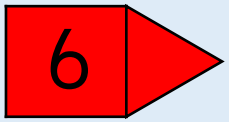
802

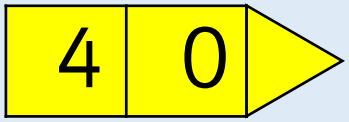
105

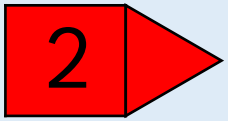
Activity 3 — 100s, 10s, and 1s (1)

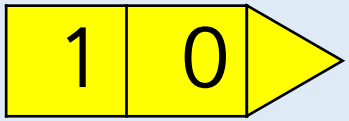
What number do the arrow cards make?

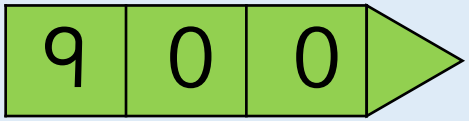






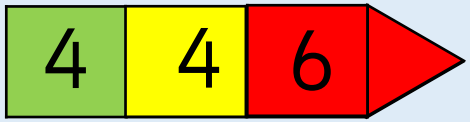




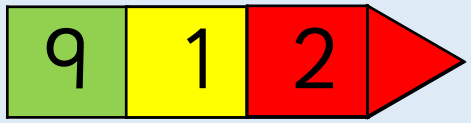


Activity 3 — 100s, 10s, and 1s (1)

What number do the arrow cards make?



446



912

Activity 3

100s, 10s, and 1s (1)

How many different ways can you make the number 452?
Can you write each way in expanded form?
(E.g. 400 + 50 + 2)

Compare your answer with a partner.

Activity 3 — 100s, 10s, and 1s (1)

How many different ways can you make the number 452?
Can you write each way in expanded form?
(E.g. 400 + 50 + 2)

Possible answers:

100 + 100 + 100 + 100 + 50 +2
400 + 10 + 10 + 10 + 10 + 10 + 2
200 + 200 + 50 + 2
400 + 20 + 20 + 10 + 2
100 + 100 + 200 + 50 + 2

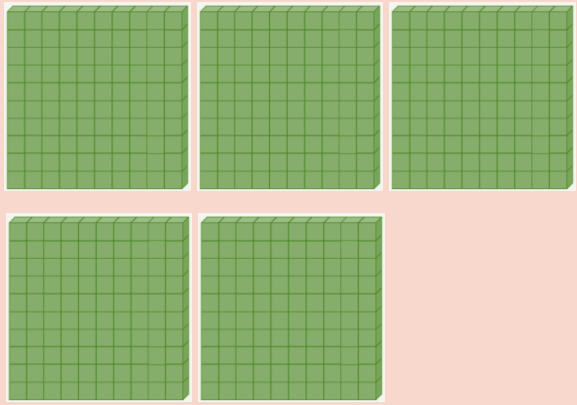
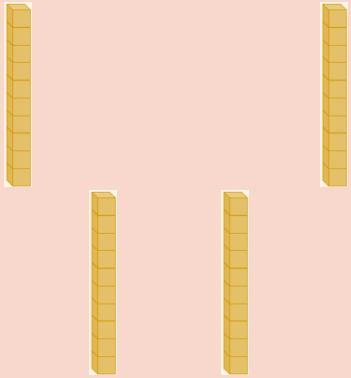
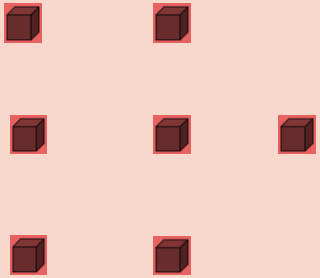
Reasoning - 1

100s, 10s, and 1s (1)

Esin

The place value grid shows the number 457.

Do you agree?
Explain your reasoning.

Hundreds	Tens	Ones
		

What do you notice about the number shown?

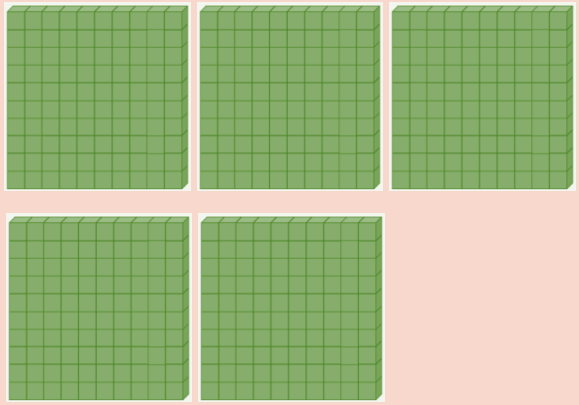
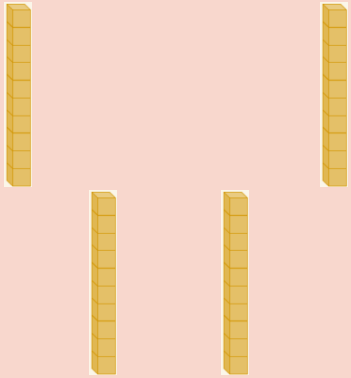
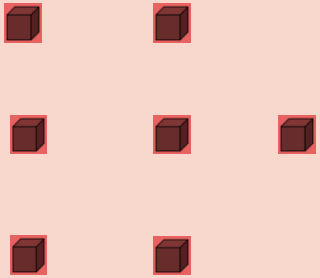
Reasoning - 1

100s, 10s, and 1s (1)

Esin

The place value grid shows the number 457.

Do you agree?
Explain your reasoning.

Hundreds	Tens	Ones
		

I disagree because there are 5 hundreds, 4 tens, and 7 ones so the number is 547.
I notice that 547 and 457 have the same digits but are in a different order so the digits have different values.

Reasoning - 2

100s, 10s, and 1s (1)

Using each digit card, which numbers can you make?

Hundreds	Tens	Ones

Use the place value grid to help. Compare your answer with a partner.

Reasoning - 2

100s, 10s, and 1s (1)

Using each digit card, which numbers can you make?

Hundreds	Tens	Ones

The numbers that can be made are:
205, 250, 502, 520, 025 (25), 052 (52)

Discuss

100s, 10s, and 1s (1)

What is the value of the number shown on the place value chart?

Why is it important to put the values into the correct column on the place value chart?

How many more are needed to complete the place value chart?

Can you make you own numbers for a friend using Base 10?

100s, 10s and 1s (2)

3

Fluency Teaching Slides

Activity 1 — 100s, 10s, and 1s (2)

What is the value of the number represented in the place value chart?

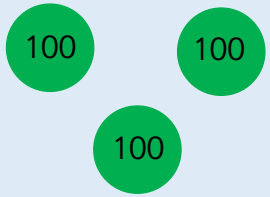
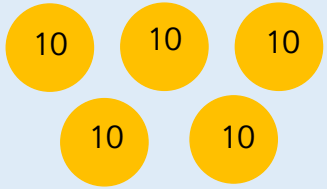
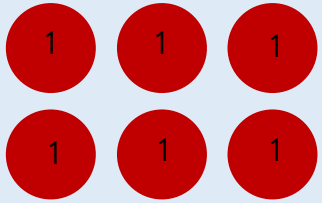
Hundreds	Tens	Ones
100 100 100	10 10 10 10 10	1 1 1 1 1 1

If one more 10 is added, what number would be shown?

Why do we not call this number 300506?

Activity 1 — 100s, 10s, and 1s (2)

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

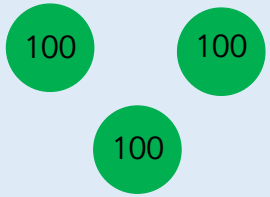
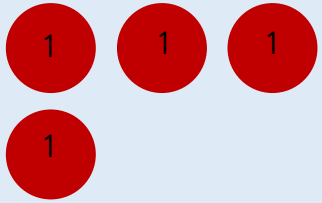
If one more 10 is added, what number would be shown?

The number is: 356

If one more 10 is added: 366

Activity 1 — 100s, 10s, and 1s (2)

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

If one more 10 is added, what number would be shown?

Activity 1 — 100s, 10s, and 1s (2)

What is the value of the number represented in the place value chart?

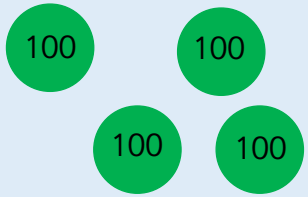
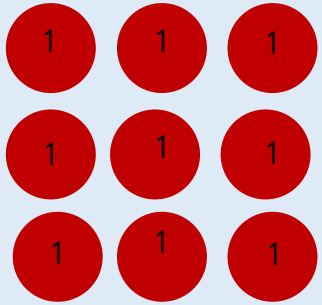
Hundreds	Tens	Ones
100 100 100	10 10 10	1 1 1 1

If one more 10 is added, what number would be shown?

The number is: 334
If one more 10 is added: 344

Activity 1 — 100s, 10s, and 1s (2)

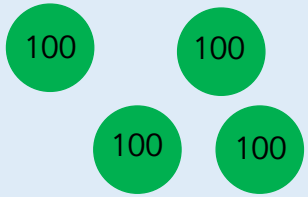
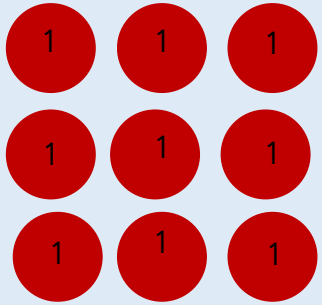
What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

If one more 10 is added, what number would be shown?

Activity 1 — 100s, 10s, and 1s (2)

What is the value of the number represented in the place value chart?

Hundreds	Tens	Ones
		

If one more 10 is added, what number would be shown?

The number is: 429
If one more 10 is added: 439

Activity 2 — 100s, 10s, and 1s (2)

Use place value counters and a place value grid to represent the numbers:

615

208

37

What number would be shown if 1/10/100 was added?

Activity 2 — 100s, 10s, and 1s (2)

Use place value counters and a place value grid to represent the numbers:

615

Hundreds	Tens	Ones
100 100 100 100 100 100	10	1 1 1 1 1

208

Hundreds	Tens	Ones
100 100		1 1 1 1 1 1 1 1

37

Hundreds	Tens	Ones
	10 10 10	1 1 1 1 1 1 1

Activity 2 — 100s, 10s, and 1s (2)

Use place value counters and a place value grid to represent the numbers:

210

315

54

Activity 2 — 100s, 10s, and 1s (2)

Use place value counters and a place value grid to represent the numbers:

210 315 54

Hundreds	Tens	Ones
100 100	10	
100 100 100	10	1 1 1 1 1
	10 10 10 10 10	1 1 1 1

Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.

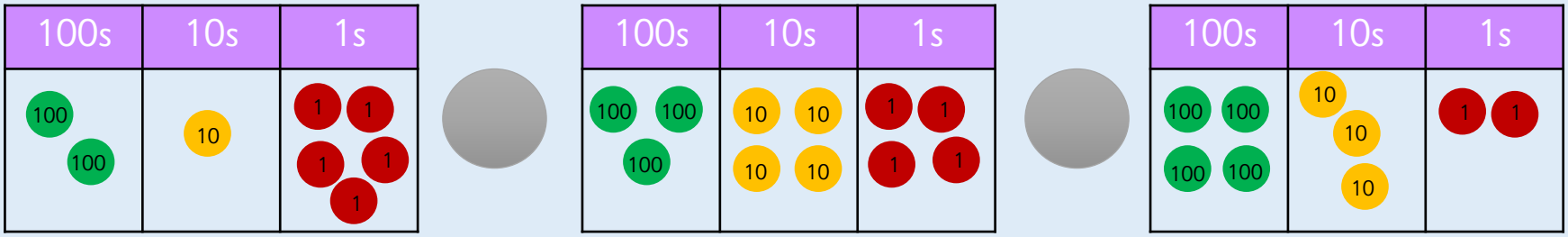
Why is it important to put the values into the correct column on the place value grid?

Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.

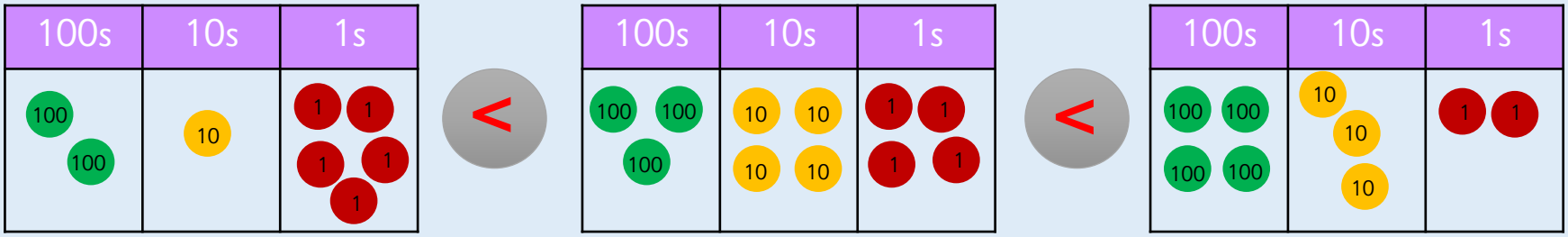
Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.



Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.



Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.

Activity 3 — 100s, 10s, and 1s (2)

Use <, > or = to make the statement correct.

Reasoning - 1

100s, 10s, and 1s (2)

Using the place value counters, how many different ways can you make three hundred and fifty?

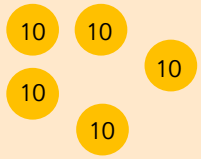
Hundreds	Tens	Ones

Show your solutions as a calculations.

Reasoning - 1

100s, 10s, and 1s (2)

Using the place value counters, how many different ways can you make three hundred and fifty?

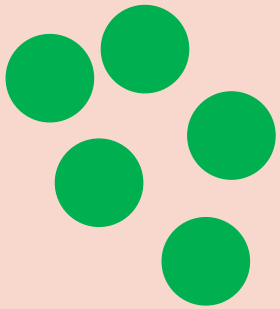
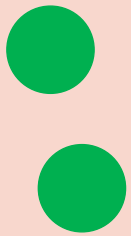
Hundreds	Tens	Ones
		

E.g. three hundreds counters and 5 tens counters which its calculation would be:

350 = 100 + 100 + 100 + 10 + 10 + 10 + 10 + 10

Reasoning - 2

100s, 10s, and 1s (2)

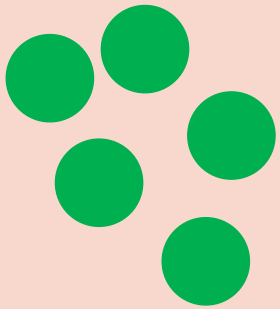
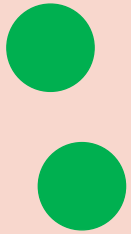
100s	10s	1s
		

Malachi

The number in the place value grid is the greatest number you can make with 8 counters.

Do you agree? Explain your answer.

Reasoning - 2 100s, 10s, and 1s (2)

100s	10s	1s
		

Malachi

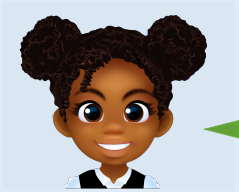
The number in the place value grid is the greatest number you can make with 8 counters.

Malachi is incorrect because you could make 800 which is greater than 521, he thinks you need to have at least one counter in each column.

Reasoning - 3

100s, 10s, and 1s (2)

100s	10s	1s
100 100 100 100 100 100	10 10	1



Leanna

The place value chart shows 621.

I think it shows 670

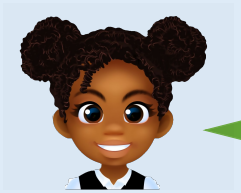
Zach

Who is correct? Explain your reasoning.

Reasoning - 3

100s, 10s, and 1s (2)

100s	10s	1s
100 100 100 100 100 100	10 10	1



The place value chart shows 621.

Leanna

Leanna is correct because there are 6 counters in the hundreds column, 2 in tens, and 1 in ones.

I think it shows 670

Zach

If it was 670 there would be 6 hundreds, and 7 tens, and none in the ones column.

Discuss 100s, 10s, and 1s (1)

What is the same and what is different about Base 10 and PV counters?

What number would be shown if 1/10/100 was added?

Why is it important to put the values into the correct column on the place value grid?

What do we need to do if there is a zero in the number we are representing?

Number Line to 1,000

3

Fluency Teaching Slides

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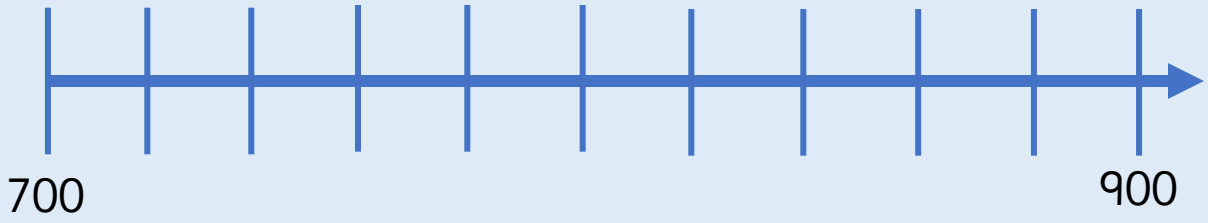
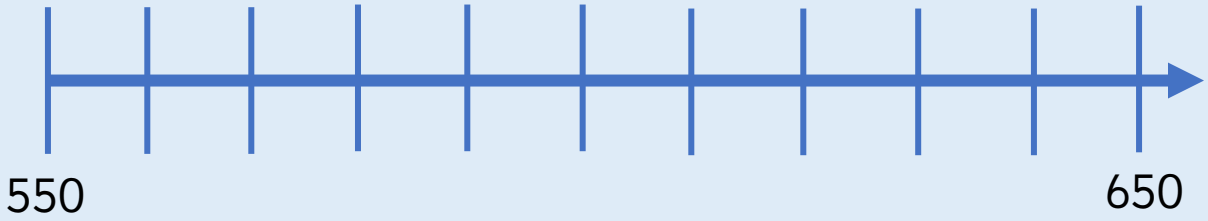
Activity 1 Number Line to 1,000

Draw an arrow to show the number 800.



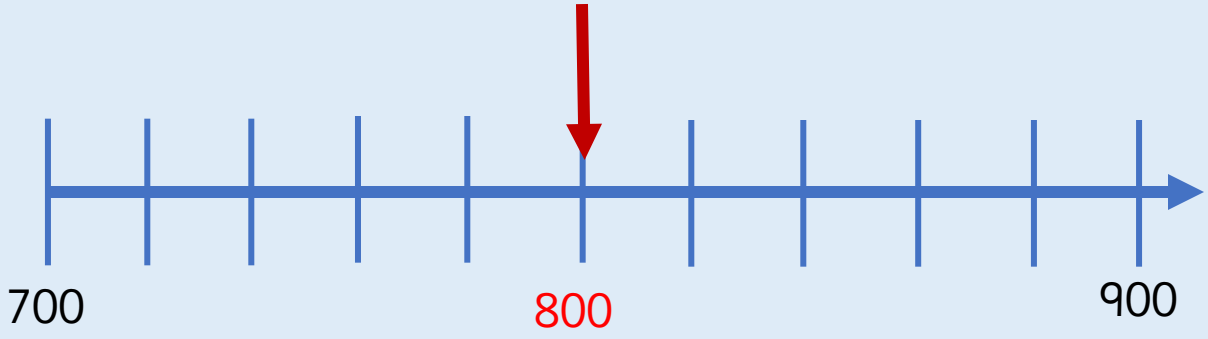
Draw an arrow to show the number 560.



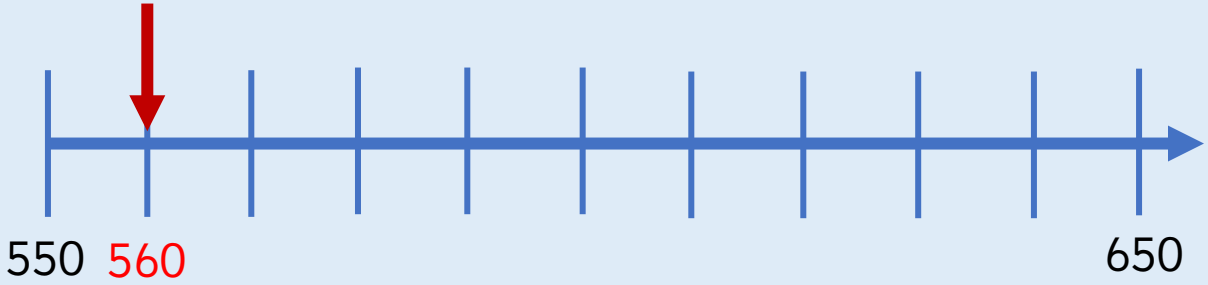
What intervals do the number lines go up in?

Activity 1 Number Line to 1,000

Draw an arrow to show the number 800.

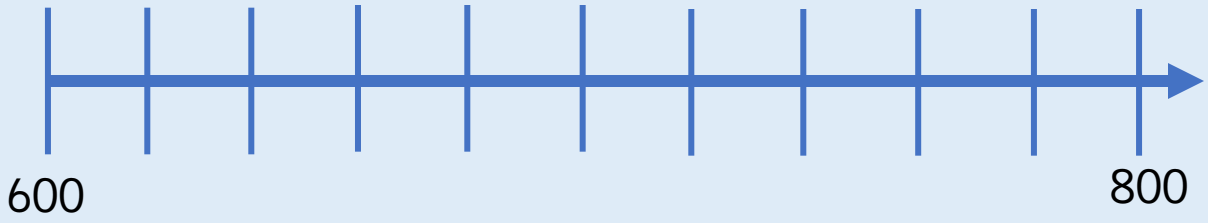


Draw an arrow to show the number 560.

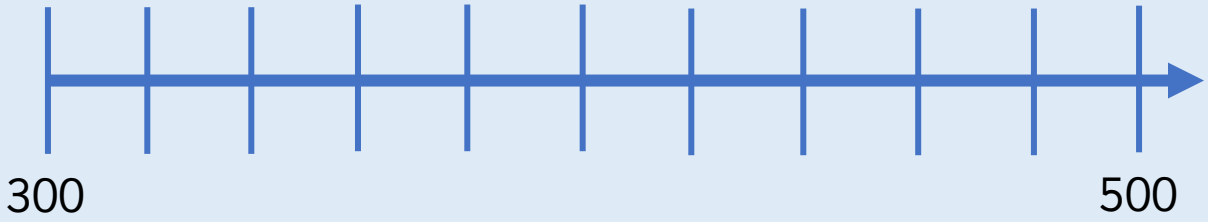


Activity 1 Number Line to 1,000

Draw an arrow to show the number 700.

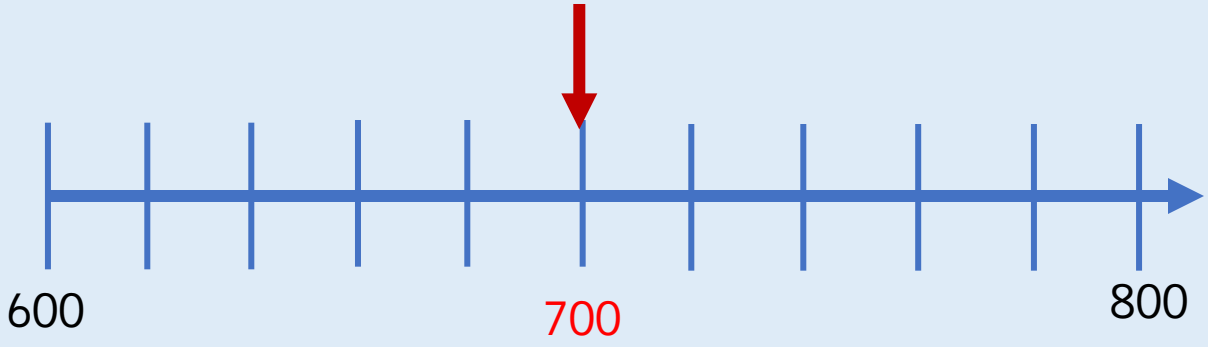


Draw an arrow to show the number 400.

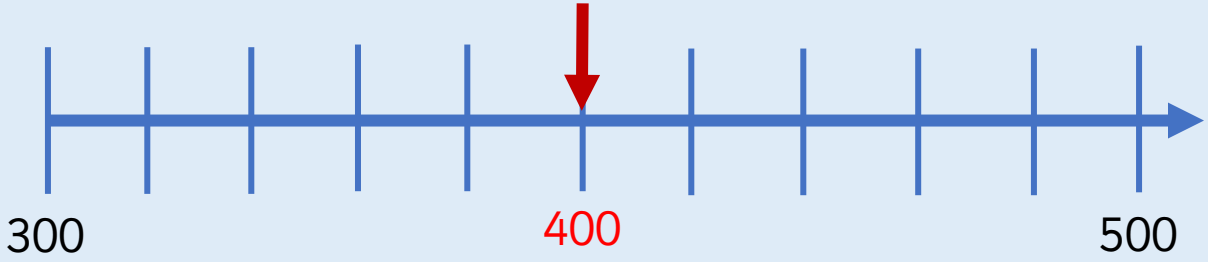


Activity 1 Number Line to 1,000

Draw an arrow to show the number 700.

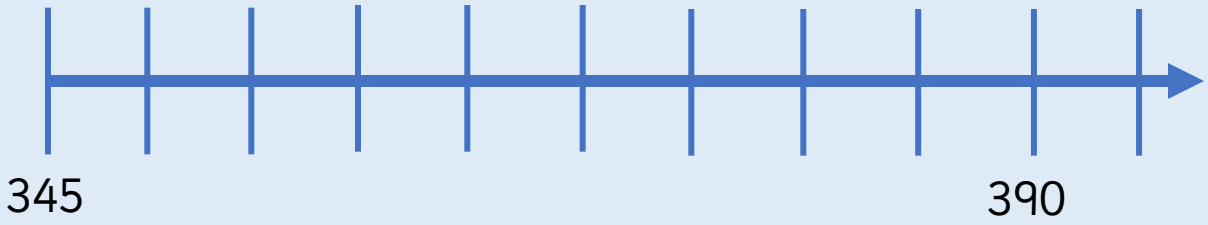


Draw an arrow to show the number 400.

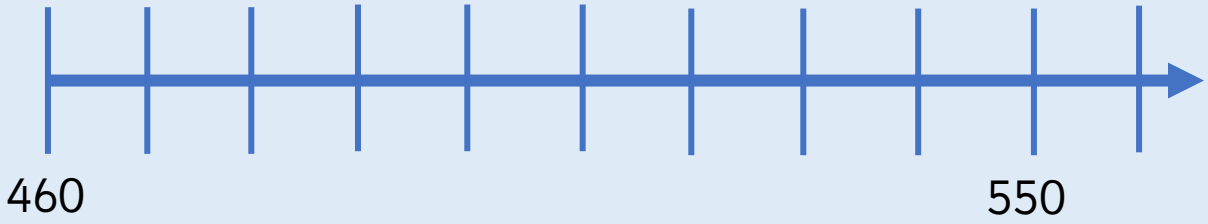


Activity 1 Number Line to 1,000

Draw an arrow to show the number 380.

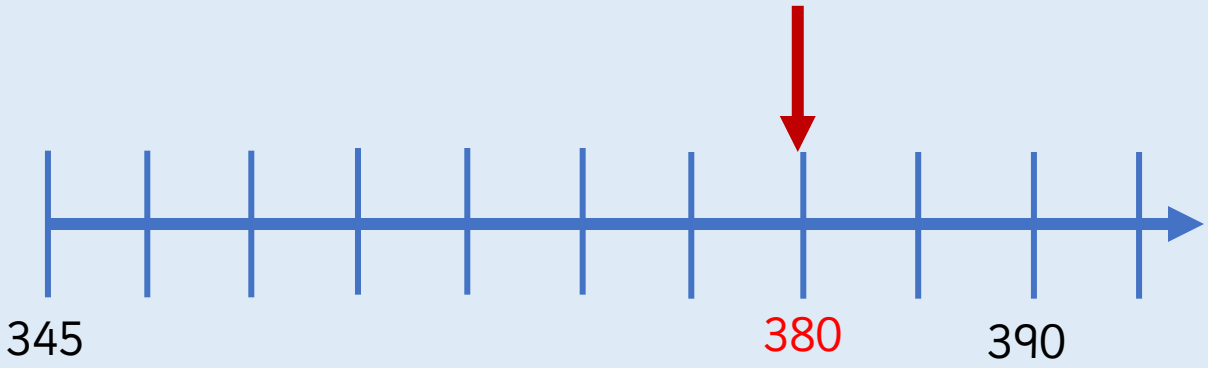


Draw an arrow to show the number 510.

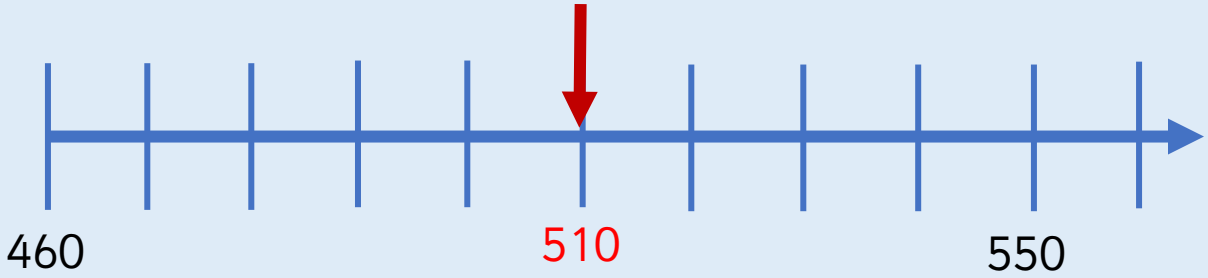


Activity 1 Number Line to 1,000

Draw an arrow to show the number 380.

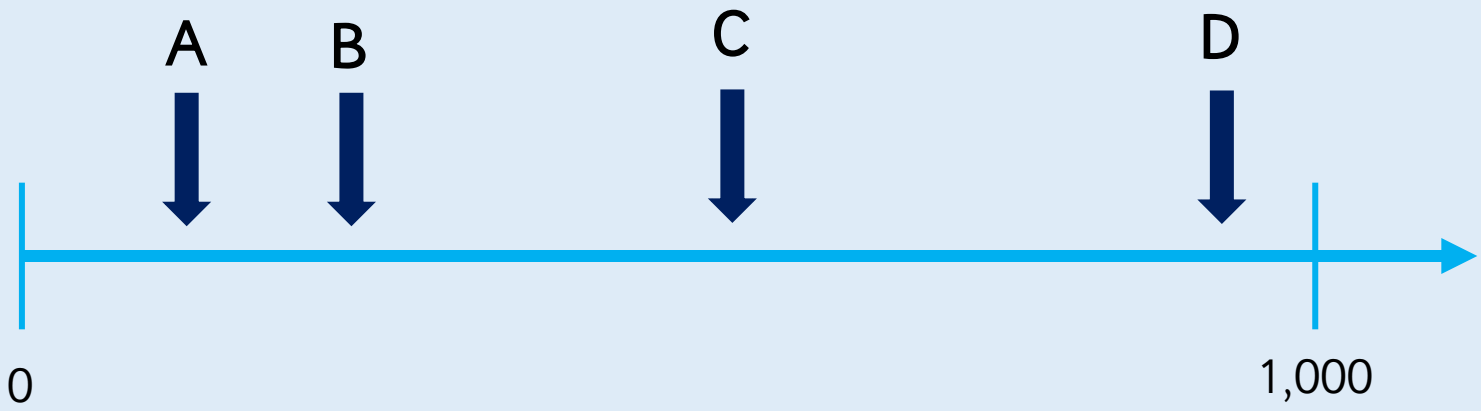


Draw an arrow to show the number 510



Activity 2 Number Line to 1,000

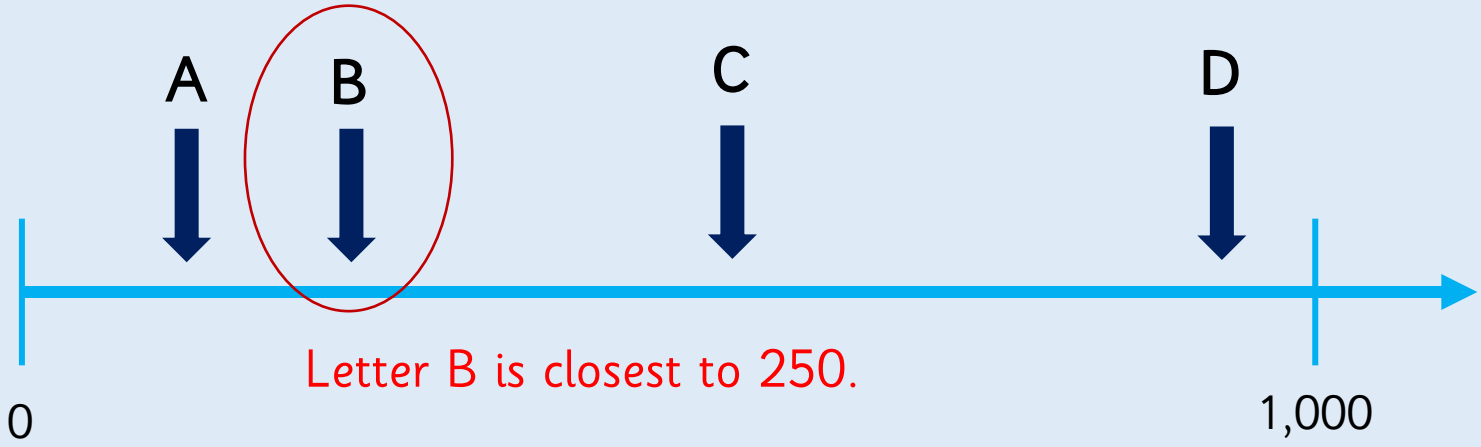
Which letter is closest to 250?



Which side of the number line did you start from? Why?

Activity 2 Number Line to 1,000

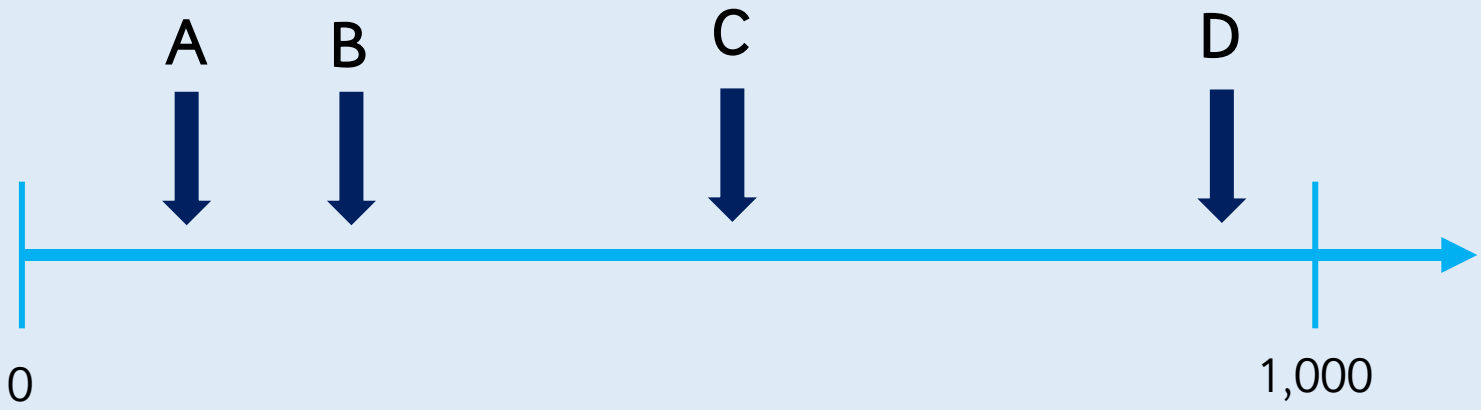
Which letter is closest to 250?



Letter B is closest to 250.

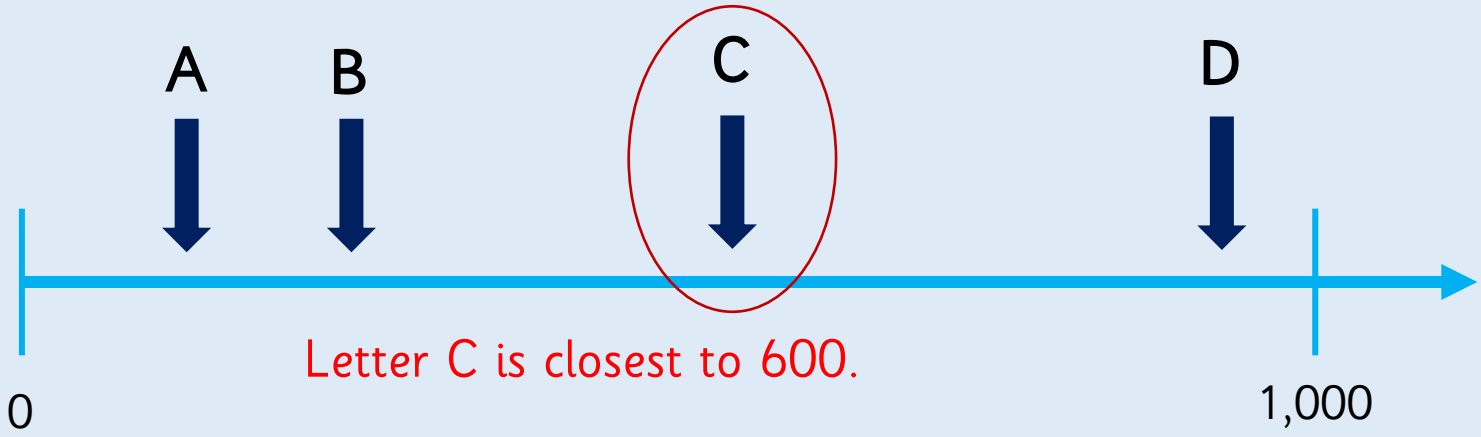
Activity 2 Number Line to 1,000

Which letter is closest to 600?



Activity 2 Number Line to 1,000

Which letter is closest to 600?



Letter C is closest to 600.

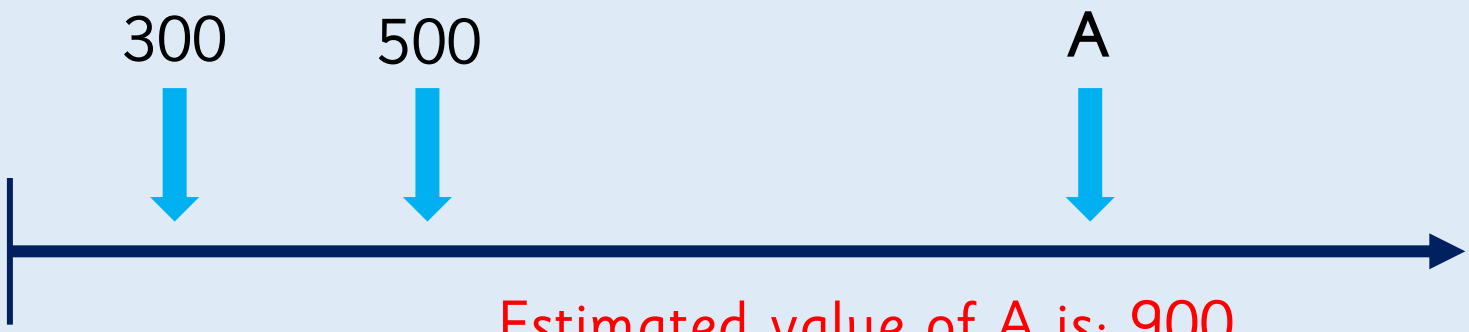
Activity 3 Number Line to 1,000

Estimate the value of A.

When estimating where a number should be placed, what facts can help you?

Activity 3 Number Line to 1,000

Estimate the value of A.



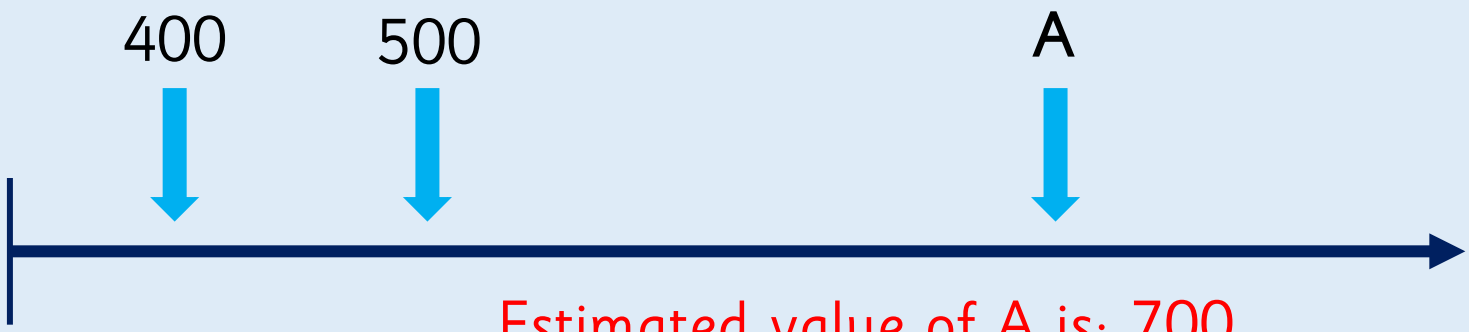
Estimated value of A is: 900

Activity 3 Number Line to 1,000

Estimate the value of A.

Activity 3 Number Line to 1,000

Estimate the value of A.



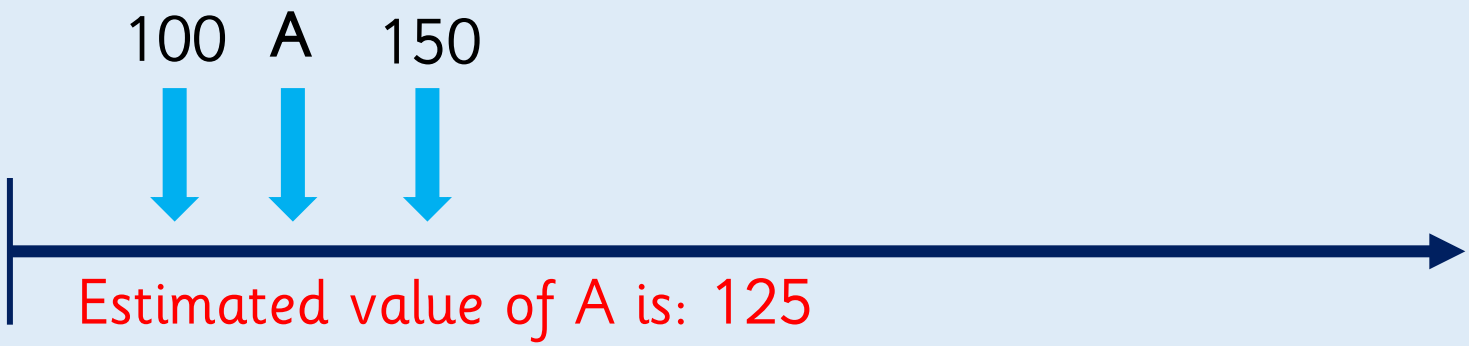
Estimated value of A is: 700

Activity 3 Number Line to 1,000

Estimate the value of A.

Activity 3 Number Line to 1,000

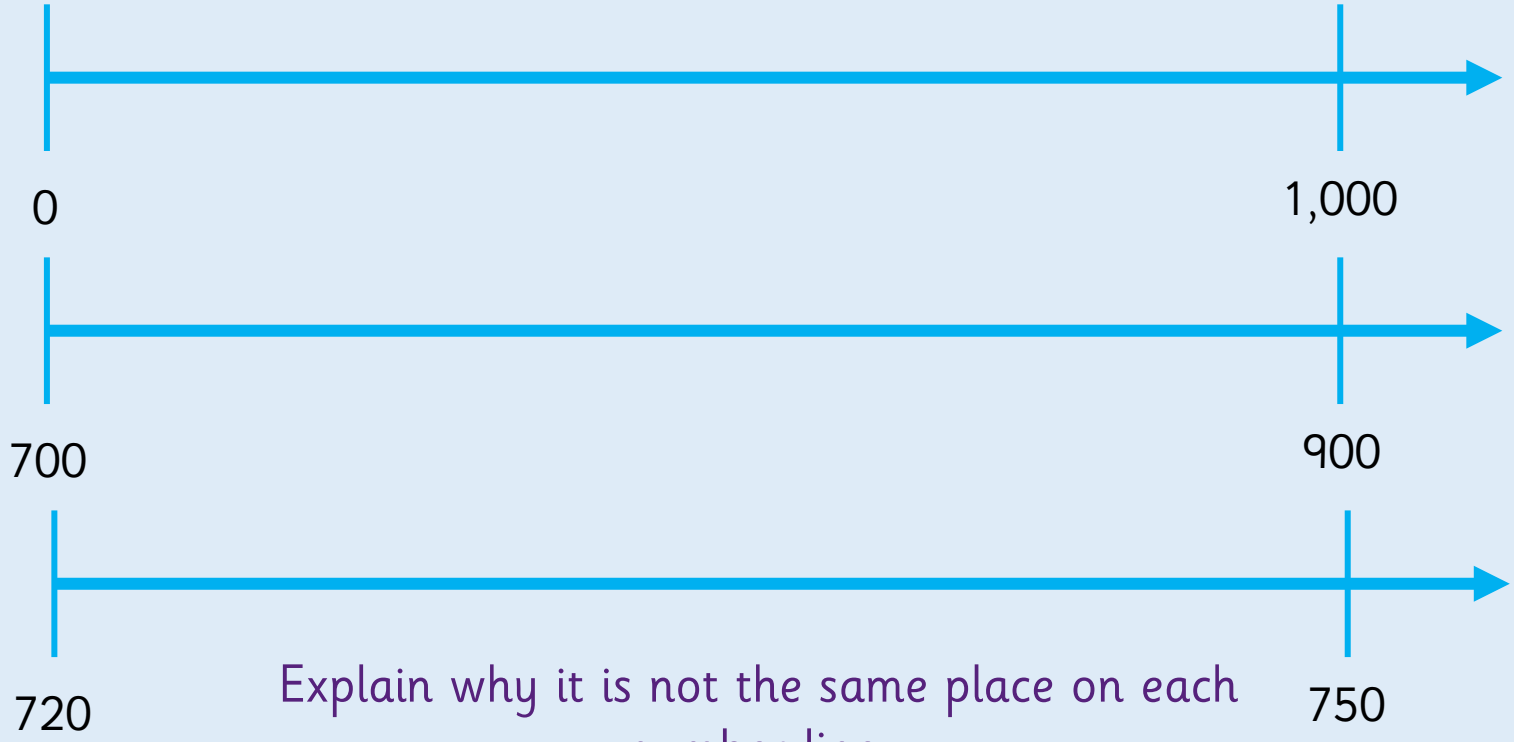
Estimate the value of A.



Estimated value of A is: 125

Reasoning - 1 Number Line to 1,000

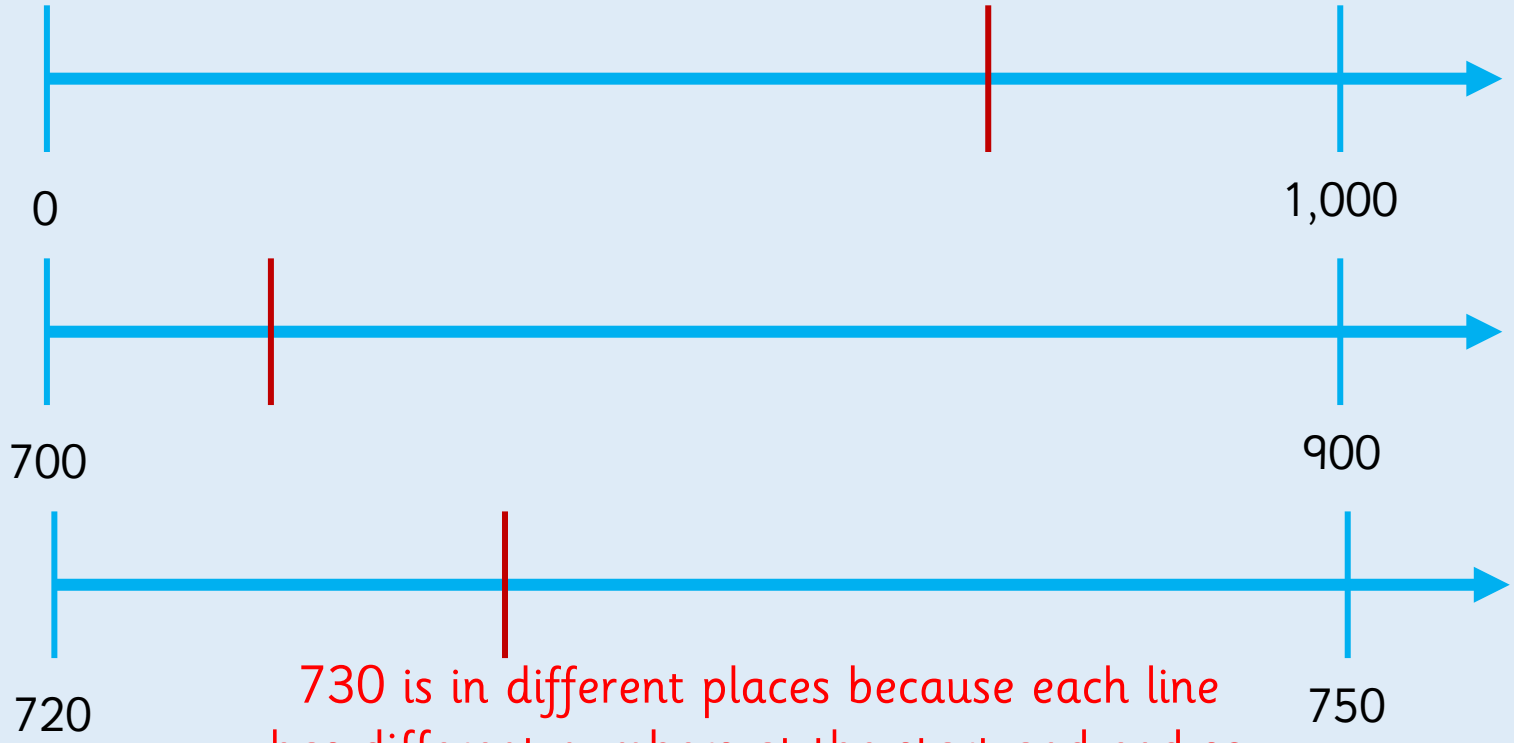
Estimate where seven hundred and thirty will go on each of the number lines.



Explain why it is not the same place on each number line.

Reasoning - 1 Number Line to 1,000

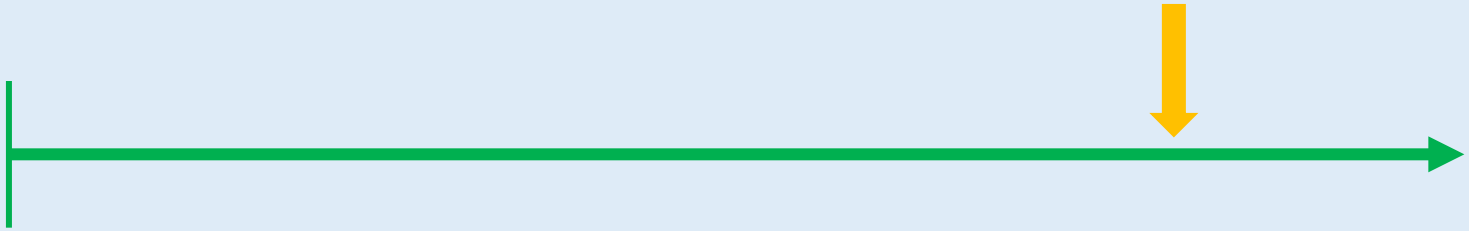
Estimate where seven hundred and thirty will go on each of the number lines.



730 is in different places because each line has different numbers at the start and end so the position of 730 changes.

Reasoning - 2 Number Line to 1,000

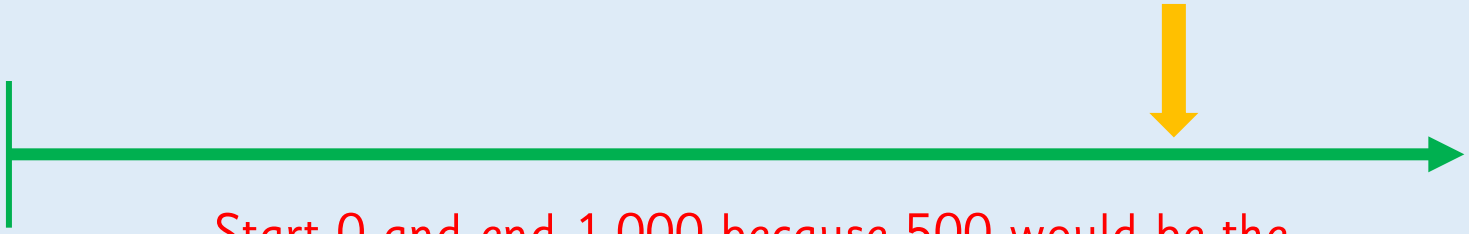
If the arrow is pointing to 880, what could the start and end numbers be?



Find three different ways and explain your reasoning.

Reasoning - 2 Number Line to 1,000

If the arrow is pointing to 880, what could the start and end numbers be?



Start 0 and end 1,000 because 500 would be the middle and 880 would be further along than 500 and quite close to 1,000.

Start 830 and end 990

Start 800 and end 900
Etc.

Discuss

Number Line to 1,000

What intervals do the number lines go up in?

Which side of the number line did you start from? Why?

When estimating where a number should be placed, what facts can help you?

Can you draw a number line where 600 is the starting number, and 650 is half way long?

What value can A definitely not be? How do you know?

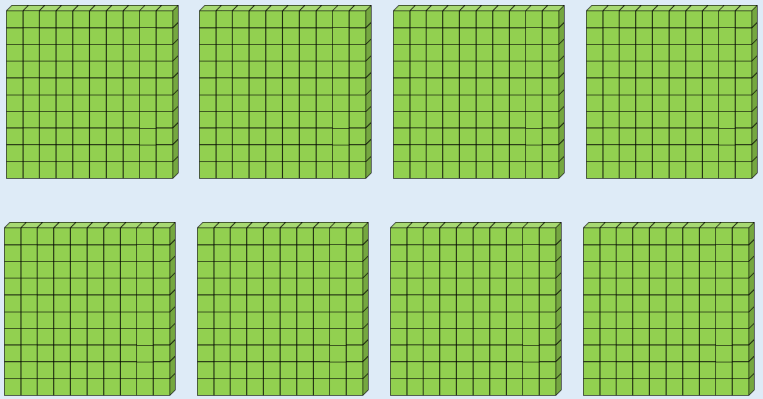
1, 10, 100 More or Less

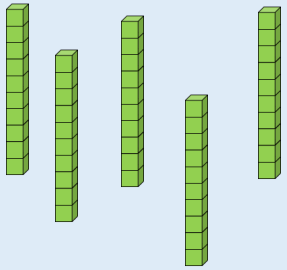
3

Fluency Teaching Slides

Activity 1 — 1, 10, 100 More or Less

Put the correct number in each box.



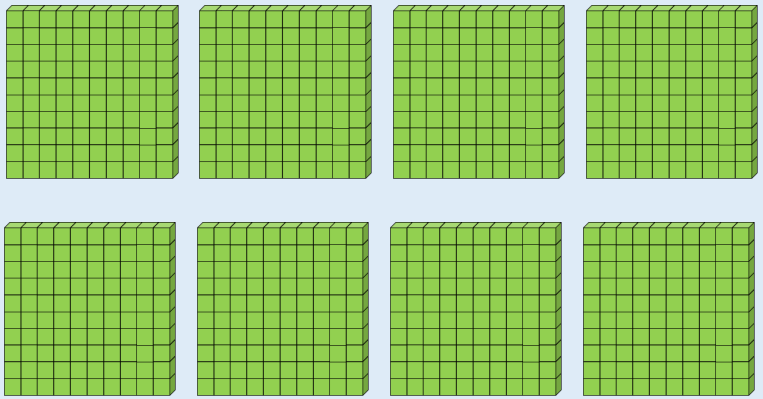


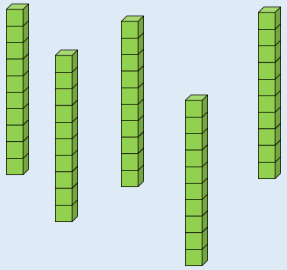
10 less

10 more

Activity 1 — 1, 10, 100 More or Less

Put the correct number in each box.



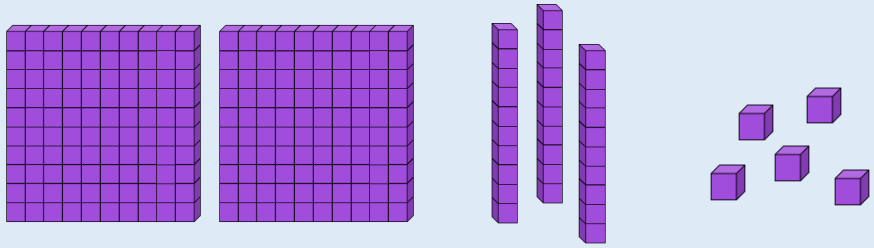


10 less **840**

10 more **860**

Activity 1 — 1, 10, 100 More or Less

Put the correct number in each box.

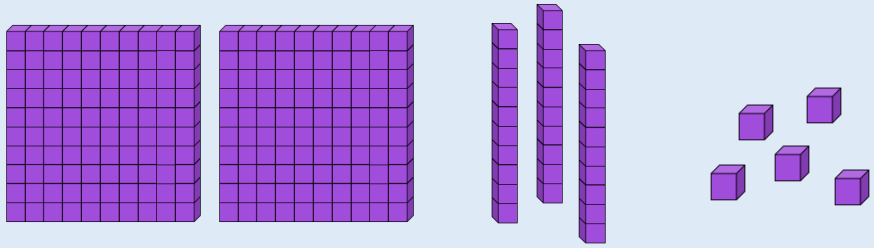


100 less ☐

100 more ☐

Activity 1 — 1, 10, 100 More or Less

Put the correct number in each box.

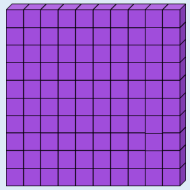


100 less | 135

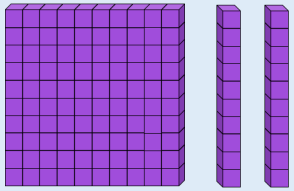
100 more | 335

Activity 2 — 1, 10, 100 More or Less

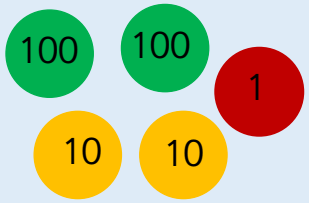
Put the correct number in each box.



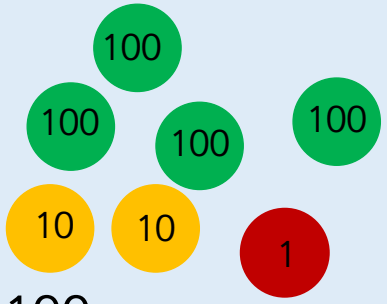
10 less



10 more



100 less

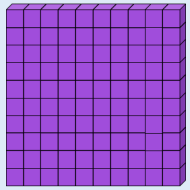


100 more

What happens when I subtract 10 from 209?

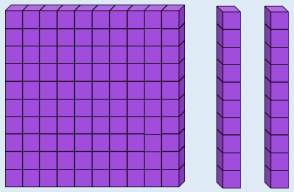
Activity 2 — 1, 10, 100 More or Less

Put the correct number in each box.

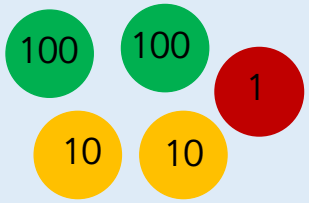


10 less

110

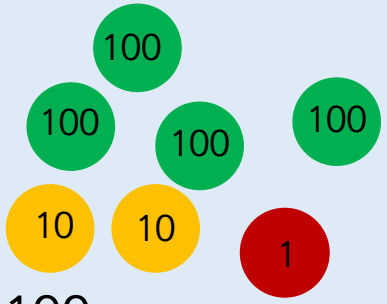


10 more



100 less

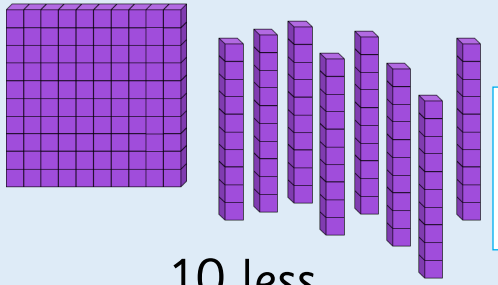
321



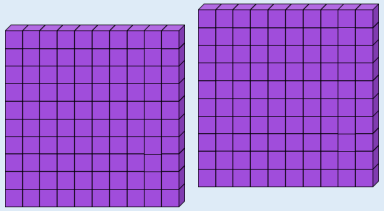
100 more

Activity 2 — 1, 10, 100 More or Less

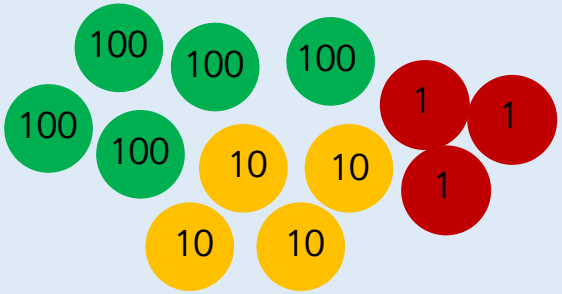
Put the correct number in each box.



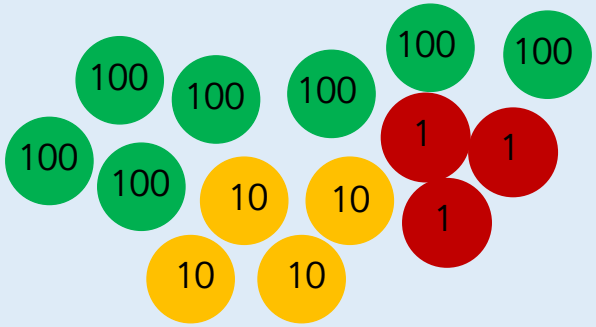
10 less



10 more



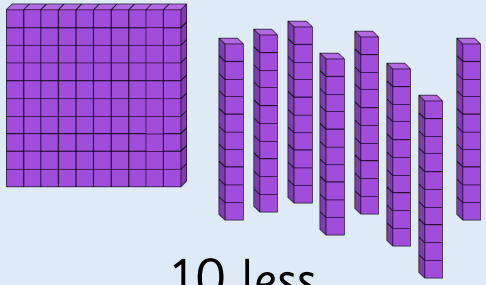
100 less



100 more

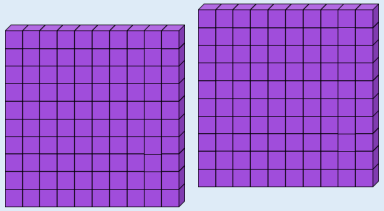
Activity 2 — 1, 10, 100 More or Less

Put the correct number in each box.

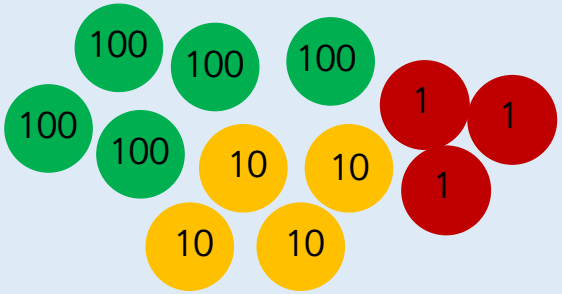


10 less

190

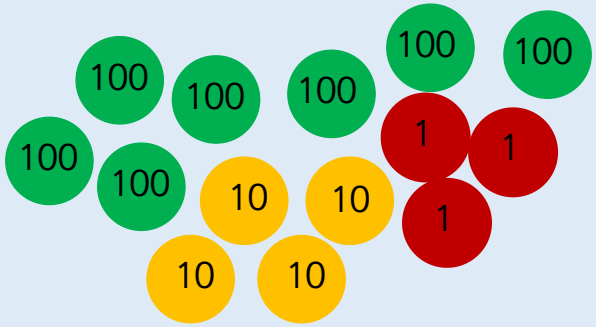


10 more



100 less

643



100 more

Activity 3 — 1, 10, 100 More or Less

Show ten more and ten less than the following numbers using place value counters.

550

724

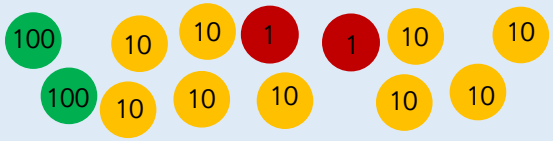
302

What is 10 more than/less than?

Activity 3 — 1, 10, 100 More or Less

Show ten more and ten less than the following numbers using place value counters.

550 724 302

Number	10 less	10 more
550		
724		
302		

Activity 3 — 1, 10, 100 More or Less

Show ten more and ten less than the following numbers using place value counters.

273

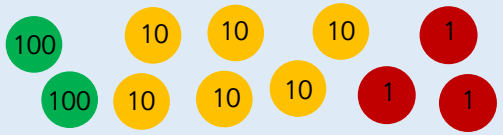
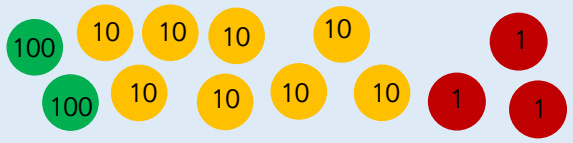
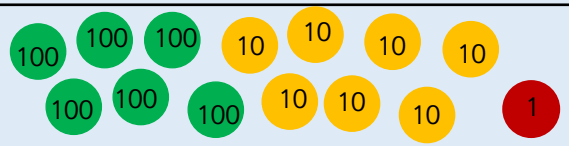
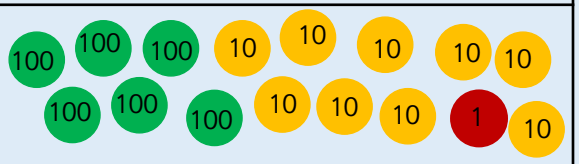
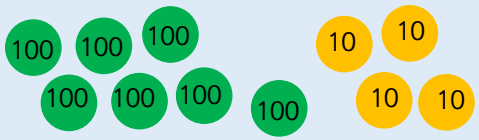
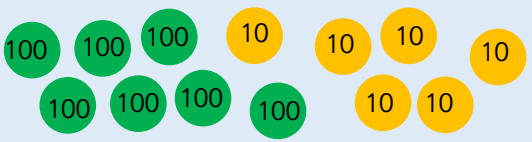
681

750

Activity 3 — 1, 10, 100 More or Less

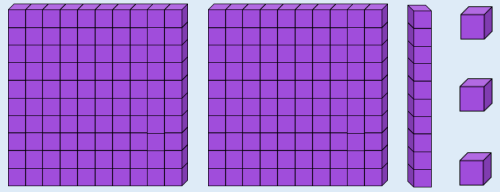
Show ten more and ten less than the following numbers using place value counters.

273 681 750

Number	10 less	10 more
273		
681		
750		

Activity 4 — 1, 10, 100 More or Less

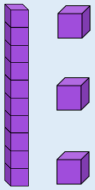
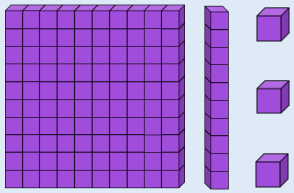
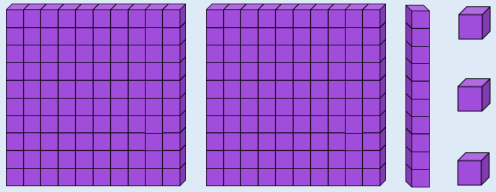
Complete the table.

100 less	Number	100 more
		
		

What is 100 more than/less than?

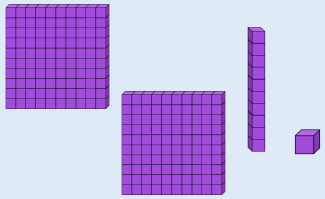
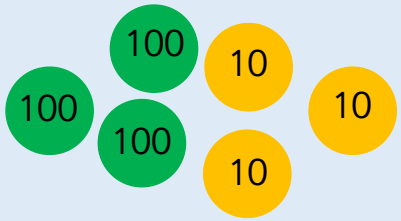
Activity 4 — 1, 10, 100 More or Less

Complete the table.

100 less	Number	100 more
		
1	100 1	100 100 1

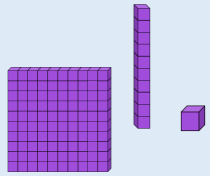
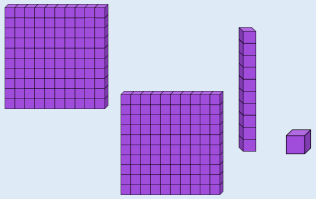
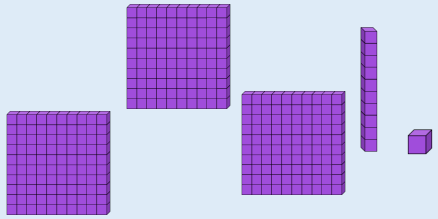
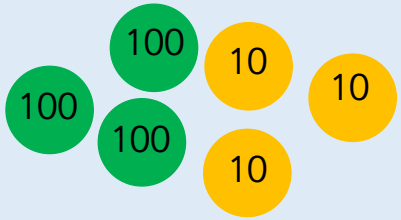
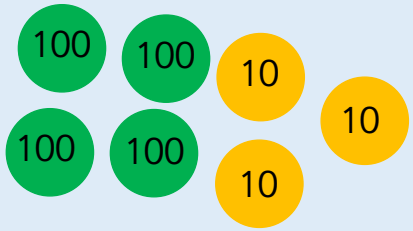
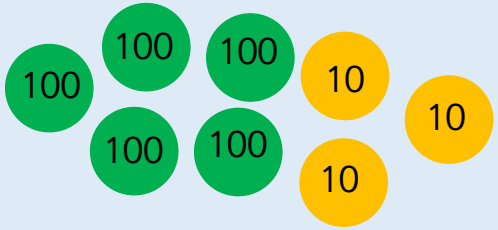
Activity 4 — 1, 10, 100 More or Less

Complete the table.

100 less	Number	100 more
		
		

Activity 4 — 1, 10, 100 More or Less

Complete the table.

100 less	Number	100 more
		
		

Reasoning - 1

1, 10, 100 More or Less

10 more than my number is the same as 100 less than 300.

What is my number?

Explain how you know.

Write your own problem similar to describe the original number.

Reasoning - 1

1, 10, 100 More or Less

10 more than my number is the same as 100 less than 300.

The number described is 190 because 100 less than 300 is 200, which means 200 is 10 more than the original number.

Reasoning - 2 1, 10, 100 More or Less

I think of a number, add ten, subtract one hundred and then add one.

My answer is 261.

What number did I start with?

Explain how you know.

What can you do to check?

Reasoning - 2

1, 10, 100 More or Less

I think of a number, add ten, subtract one hundred and then add one.

My answer is 261.

The start number was 350 because one less than 261 is 260, one hundred more than 260 is 360 and ten less than 360 is 350.
To check I can follow the steps back to get 261.

Reasoning - 3

1, 10, 100 More or Less

A counter has dropped off of the place value chart.

Hundreds	Tens	Ones
100 100 100 100		1

What number could it have been?

Reasoning - 3 1, 10, 100 More or Less

A counter has dropped off of the place value chart.

Hundreds	Tens	Ones
100 100 100 100		1

Possible answers:

501

411

402

Discuss

1, 10, 100 More or Less

What is 10 more than/less than?

What is 100 more than/less than?

Which column changes?

What happens when I subtract 10 from 209?

Compare Objects

3

Fluency Teaching Slides

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Activity 1 Compare Objects

Represent and compare the numbers using place value counters.

100s	10s	1s

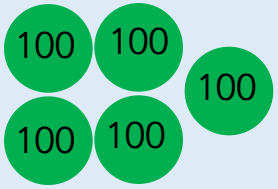
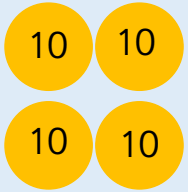
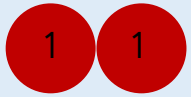
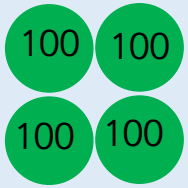
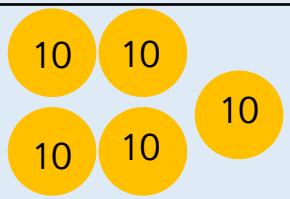
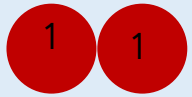
452 542

_____ is greater than _____

How do you know which number is greater?

Activity 1 Compare Objects

Represent and compare the numbers using place value counters.

	100s	10s	1s
542			
452			

542 is greater than 452

Activity 1 Compare Objects

Represent and compare the numbers using place value counters.

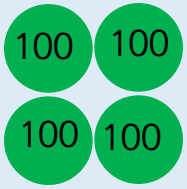
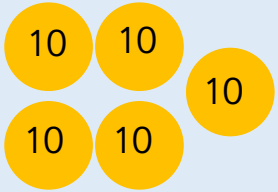
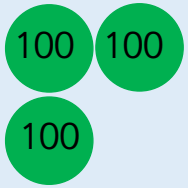
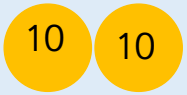
100s	10s	1s

320 450

_____ is greater than _____

Activity 1 Compare Objects

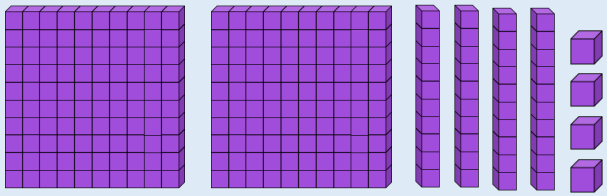
Represent and compare the numbers using place value counters.

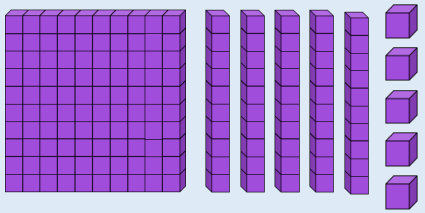
	100s	10s	1s
450			
320			

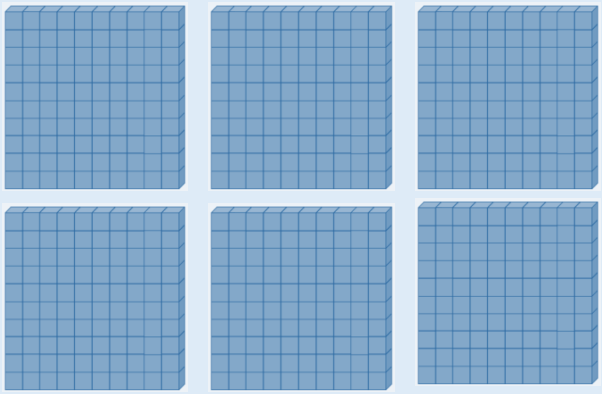
450 is greater than 320

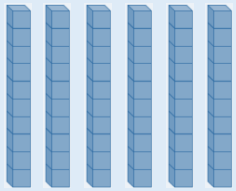
Activity 2 Compare Objects

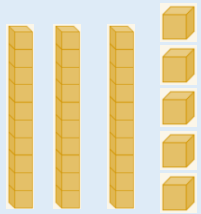
Use <, > or = to make the statements correct.







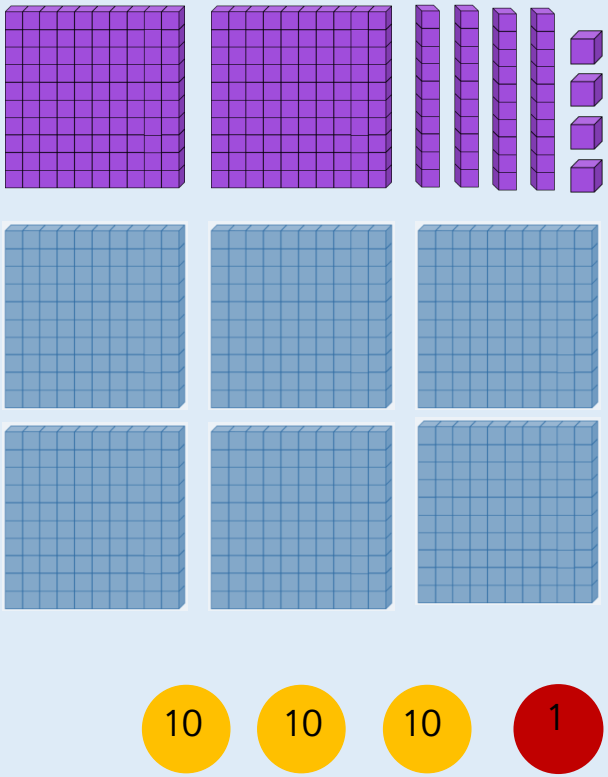




What strategy do you use to compare the two numbers?

Activity 2 Compare Objects

Use <, > or = to make the statements correct.



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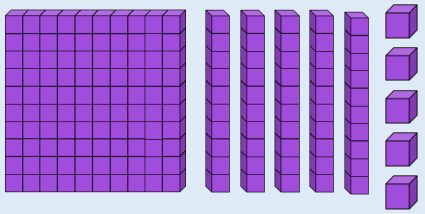

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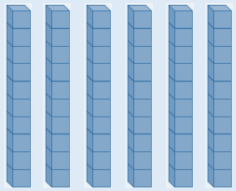

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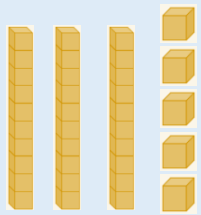
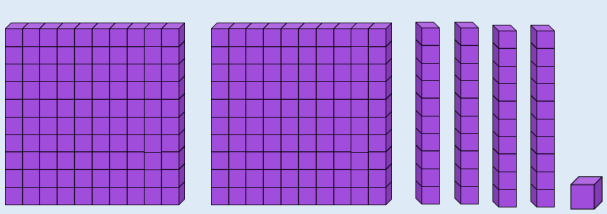
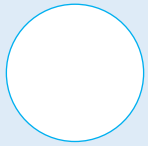
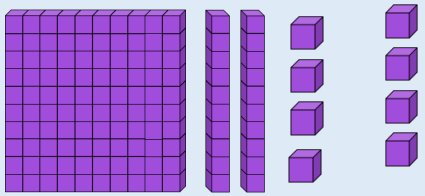


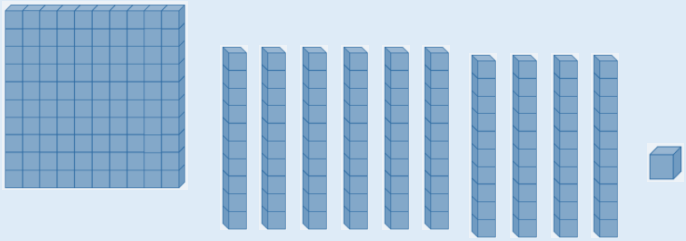
Activity 2 Compare Objects

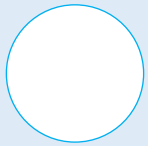
Use <, > or = to make the statements correct.

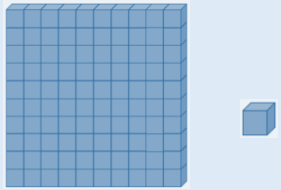


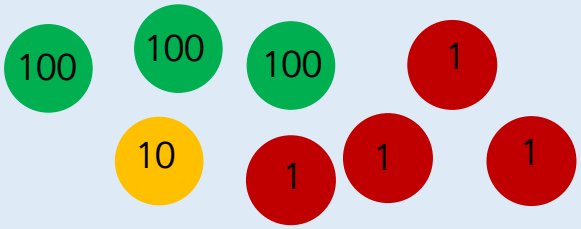


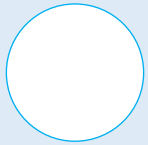


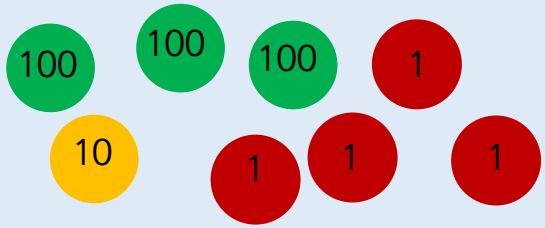






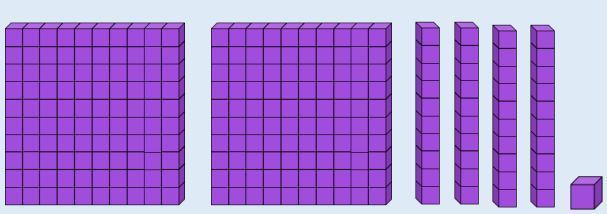






Activity 2 Compare Objects

Use <, > or = to make the statements correct.



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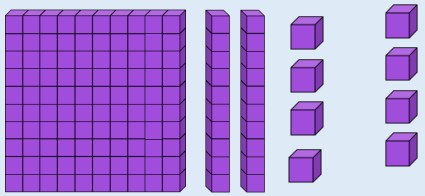

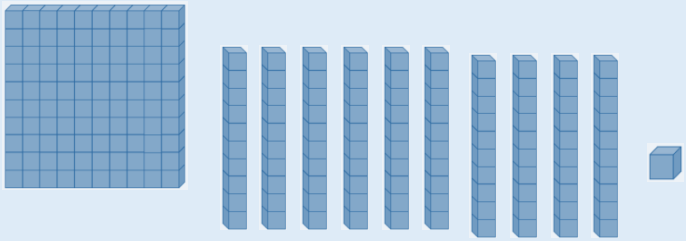

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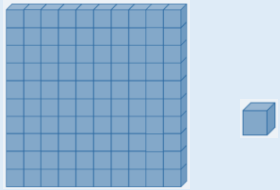

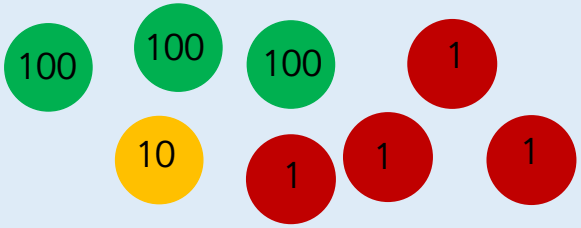

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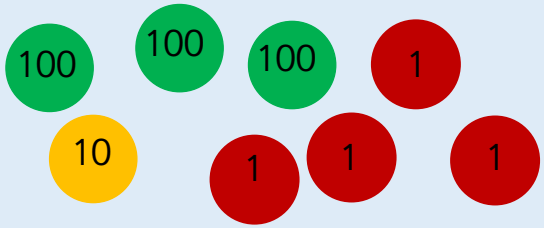
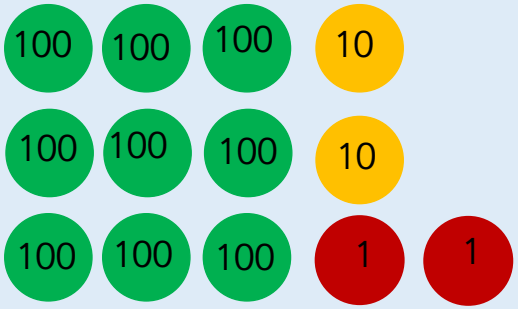


Activity 3 Compare Objects

Draw objects to make the statement true.



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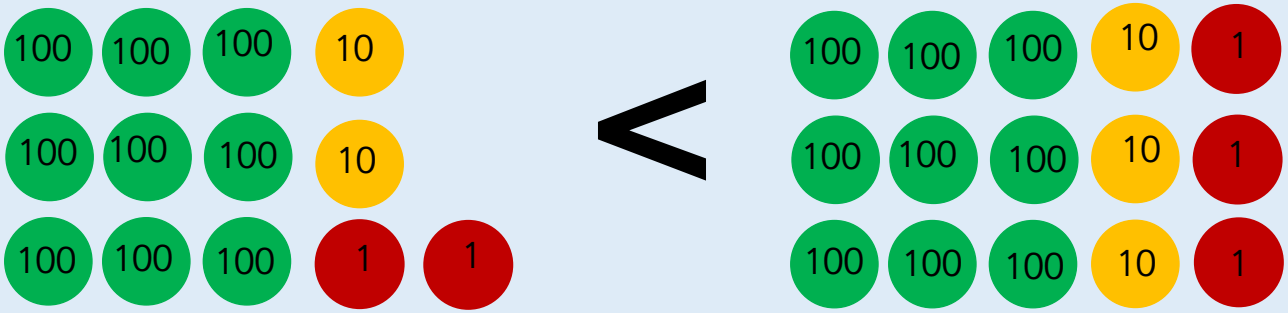
Is there only one answer?

Activity 3 Compare Objects

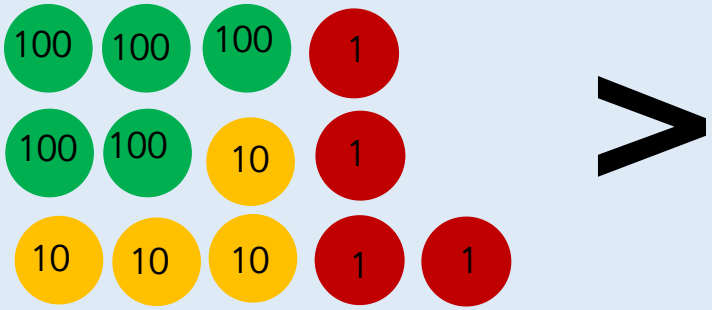
Draw objects to make the statement true.

Example



Activity 3 Compare Objects

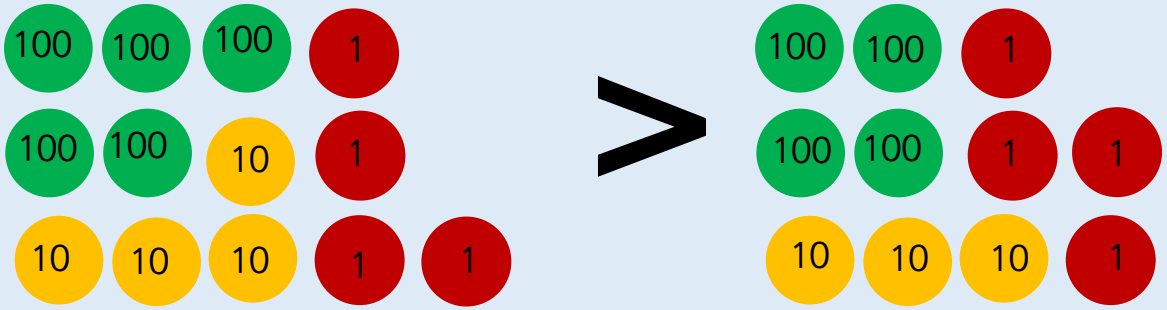
Draw objects to make the statement true.



Activity 3 Compare Objects

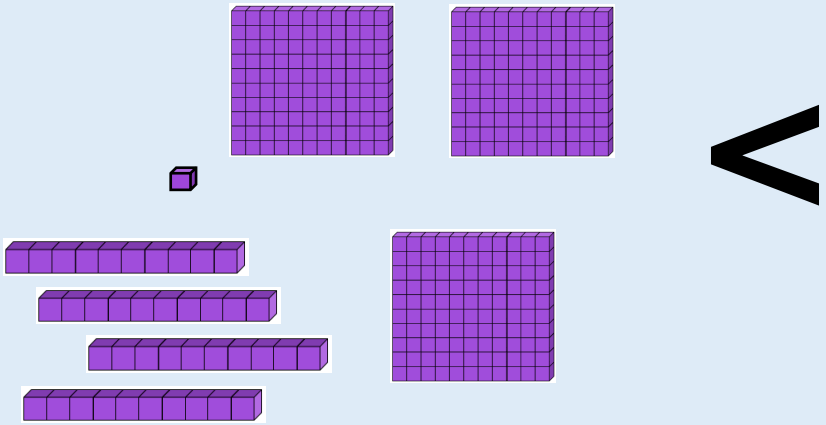
Draw objects to make the statement true.

Example



Activity 3 Compare Objects

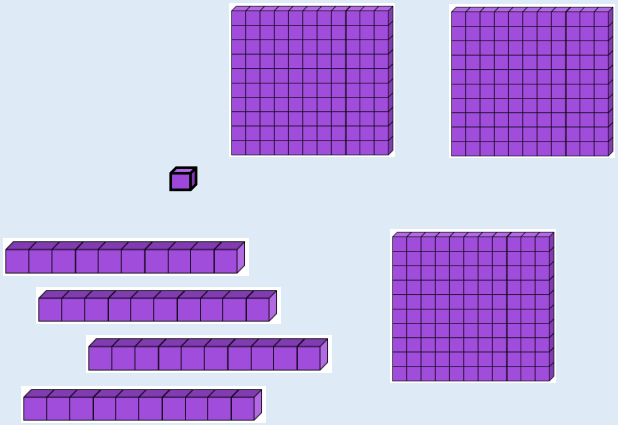
Draw objects to make the statement true.



Activity 3 Compare Objects

Draw objects to make the statement true.

Example



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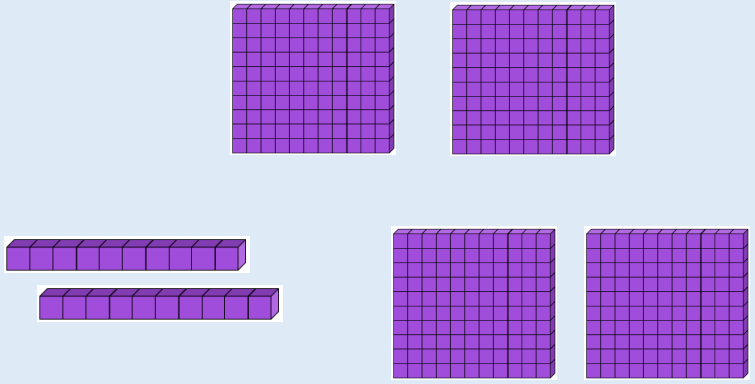
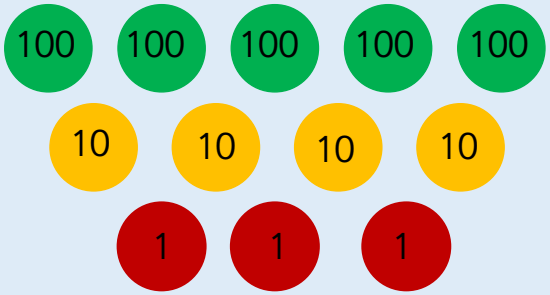
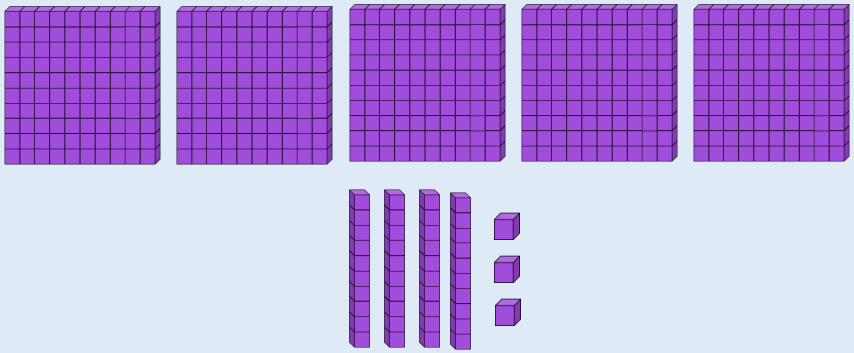


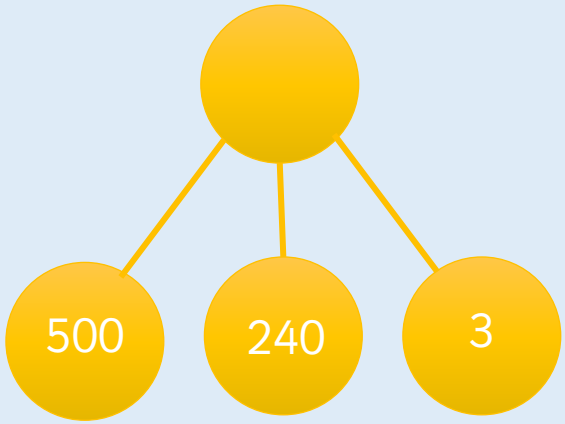
Reasoning - 1 Compare Objects

Which image is the odd one out?



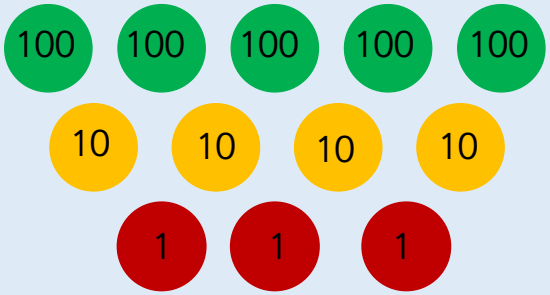


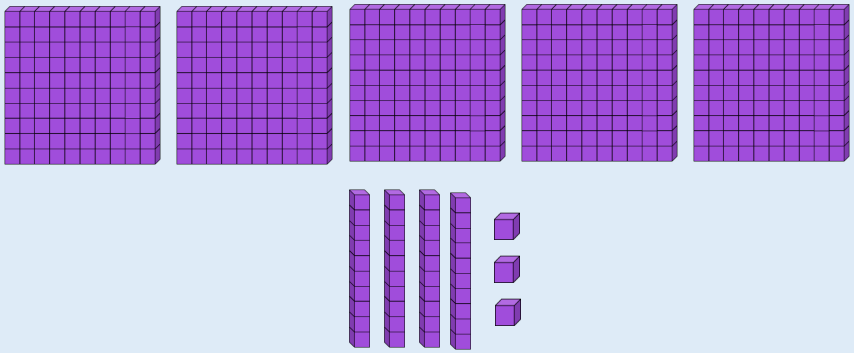
539	540	541	542	543	544



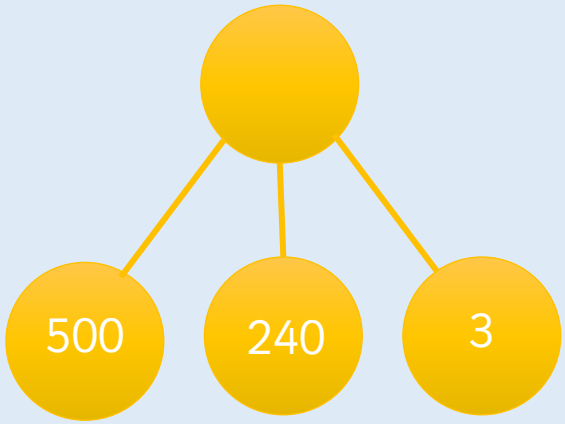
Reasoning - 1 Compare Objects

Which image is the odd one out?





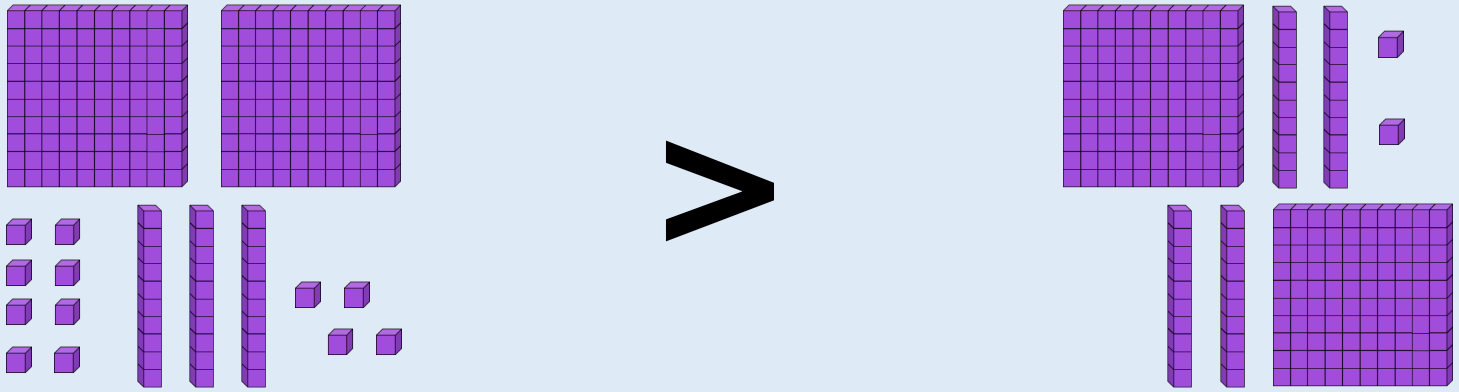
539	540	541	542	543	544



The part-whole model is the odd one out because it shows 743 whereas all other images show 543.

Compare Objects

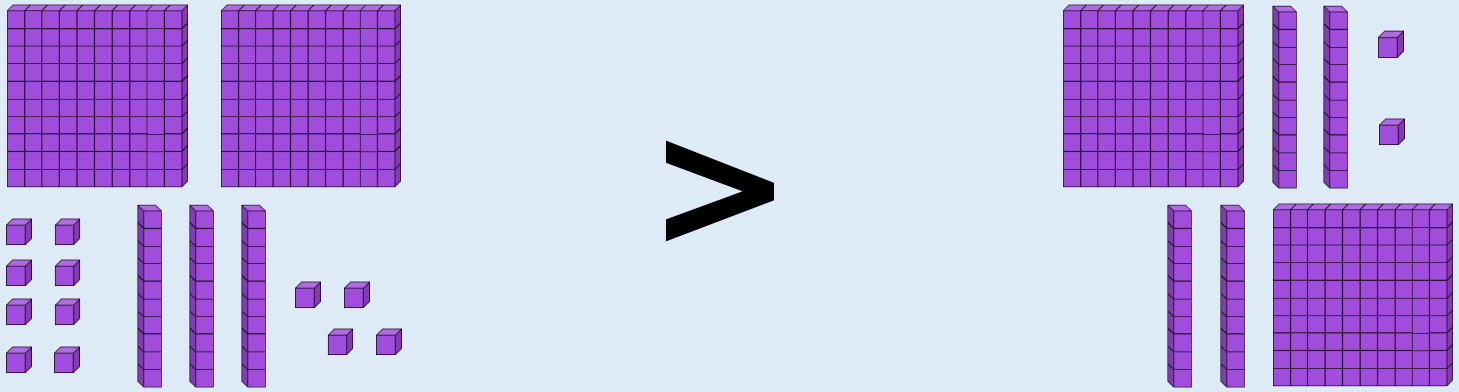
True or False?



Explain your answer.
If it is false, how could you correct it?

Compare Objects

True or False?



False, because the number 242 is represented on both sides of the inequality symbol. An equal sign should have been used.
To make it correct, you could add something to the number on the left or take something away from the number on the right.

Discuss

Compare Objects

How do you know which number is greater?

Do you start counting hundreds, tens or ones first? Why?

What strategy did you use to compare the two numbers? Is this the same or different to your partner?

Are the Base 10 and place value counters showing the same amount? How do you know?

Is there only one answer?

Compare Numbers

3

Fluency Teaching Slides

Activity 1 Compare Numbers

Circle the greatest number in each pair.

Nine hundred and two	920
500 and 63	568
7 hundreds and 6 ones	76 tens

How do you know which number is the greatest?

Activity 1 Compare Numbers

Circle the greatest number in each pair.

Nine hundred and two	920
500 and 63	568
7 hundreds and 6 ones	76 tens

Activity 1 Compare Numbers

Circle the greatest number in each pair.

Nine hundred and five	950
400 + 25	452
6 hundreds and 7 ones	67
44 tens	450

Activity 1 Compare Numbers

Circle the greatest number in each pair.

Nine hundred and five	950
400 + 25	452
6 hundreds and 7 ones	67
44 tens	450

Activity 2 Compare Numbers

Use <, > or = to make statements correct.

399 ◯ 501

800 ◯ 80 tens

What strategy did you use to compare the numbers?

Activity 2 Compare Numbers

Use <, > or = to make statements correct.

399 < 501

800 = 80 tens

Activity 2 Compare Numbers

Use <, > or = to make statements correct.

567 ◯ 765

362 ◯ 623

780 ◯ 700 + 30

Activity 2 Compare Numbers

Use <, > or = to make statements correct.

567 < 765

362 < 623

780 > 700 + 30

Activity 3 Compare Numbers

Complete the statements.

$600 + 70 + 4 > 600 + \_\_\_\_\_ + 4$

Two hundred and five $<$ _____

Can you find more than one way to complete the statements?

Activity 3 Compare Numbers

Complete the statements.

$600 + 70 + 4 > 600 + \underline{50} + 4$

Two hundred and five $<$ Three hundred

There are other different possibilities.

Activity 3 Compare Numbers

Complete the statements.

$300 + 20 + 4 > 300 + \_\_\_\_\_ + 4$

$100 + 60 + 7 < \_\_\_\_\_ + 60 + 7$

Two hundred and seven > _____

eight hundred and thirty-five < _____

Activity 3 Compare Numbers

Complete the statements.

$300 + 20 + 4 > 300 + \underline{10} + 4$

$100 + 60 + 7 < \underline{200} + 60 + 7$

Two hundred and seven > Two hundred and five

eight hundred and thirty-five < Eight hundred and forty

There are other different possibilities.

Reasoning - 1 Compare Numbers

Leanna has 3 jars of sweets.

A

Jar A contains 230 sweets.

B

C

Jar C contains 165 sweets.

Leanna

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

How many sweets could be in Jar B?
Explain how you know.

Reasoning - 1 Compare Numbers

Leanna has 3 jars of sweets.

A

B

C

Jar A contains 230 sweets.

Jar C contains 165 sweets.

Leanna

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

Jar B could contain any number of sweets between 166 and 229 inclusive.

Reasoning - 2 Compare Numbers

I am thinking of a number.
It is between 200 and 400.
The digits add up to 13.
The difference between the greatest digit and the smallest digit is 3.

What could my number be?

Is there only one option?

Explain each step of your working out.

Reasoning - 2 Compare Numbers

I am thinking of a number.
It is between 200 and 400.
The digits add up to 13.
The difference between the greatest digit and the smallest digit is 3.

346 or 364

The only possibilities to go in the hundreds column are 2 or 3. If it was 2, the other two digits would have to total 11 and none of these pairs give the correct difference between the greatest and smallest digits, so the number has to have 3 in the hundreds column.

Discuss Compare Numbers

What strategy did you use to compare the numbers?

How do you know which number is the greatest?

Which column do you start comparing from? Why?

Can you find more than one way to complete the statements?

Order Numbers

3

Fluency Teaching Slides

Activity 1 Order Numbers

Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

How do you know you have created the greatest/smallest?

Activity 1 Order Numbers

Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

Greatest number: 543
Smallest number: 345

Activity 1 Order Numbers

Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

Activity 1 Order Numbers

Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

Greatest number: 432
Smallest number: 234

Activity 1 Order Numbers

Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

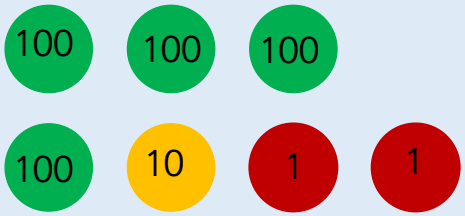
Activity 1 Order Numbers

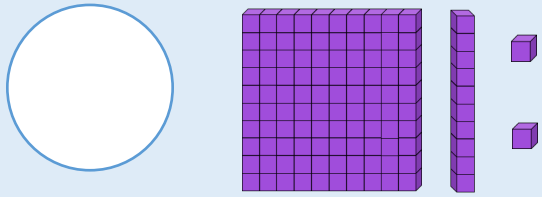
Here are three digit cards.
What is the greatest number you can make?
What is the smallest number you can make?

Greatest number: 761
Smallest number: 167

Activity 1 Order Numbers

Use the symbols <, > or = to make the statement correct.





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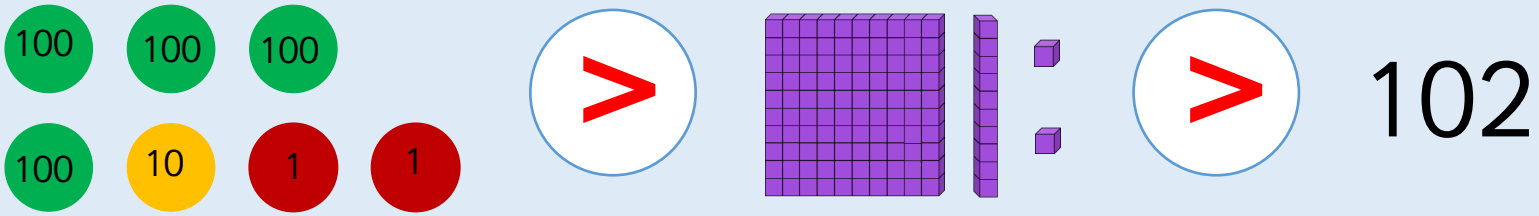
What number is being represented by the place value counters/Base 10?

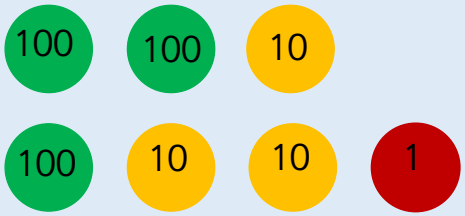
Activity 1 Order Numbers

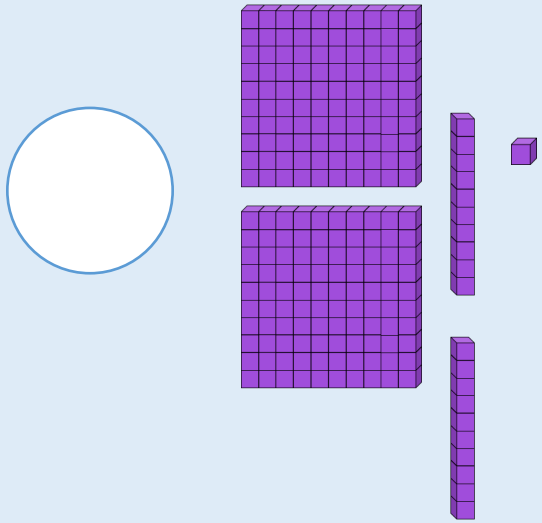
Use the symbols <, > or = to make the statement correct.



Activity 1 Order Numbers

Use the symbols <, > or = to make the statement correct.





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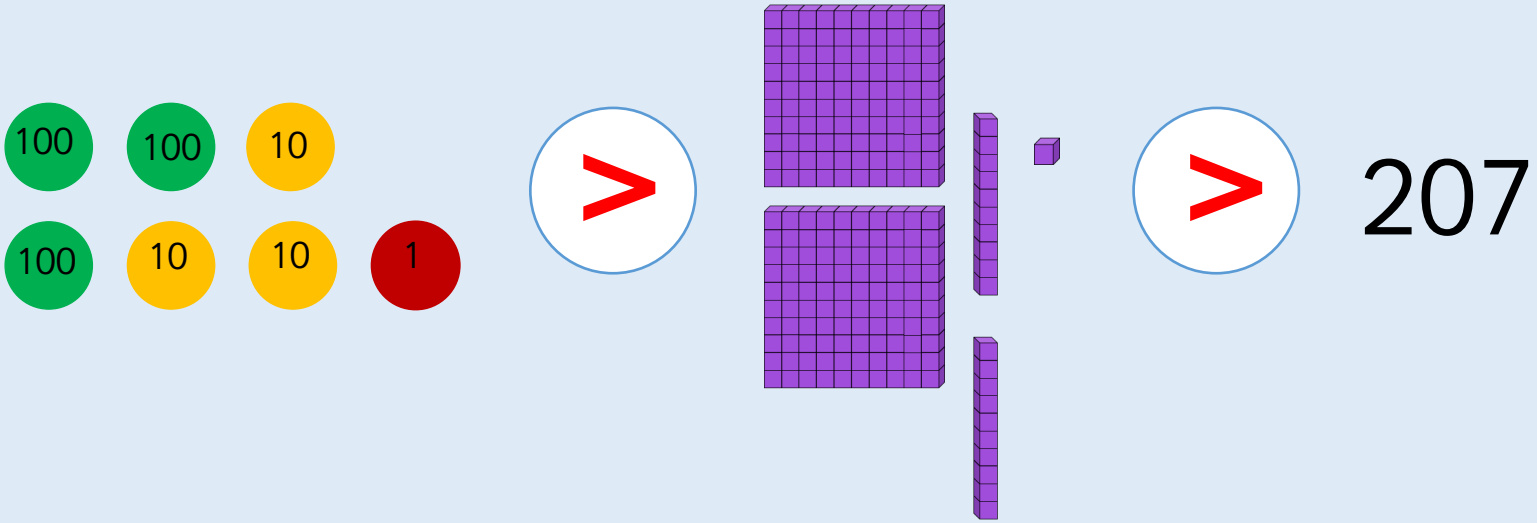
Activity 1 Order Numbers

Use the symbols <, > or = to make the statement correct.



Activity 2 Order Numbers

Here is a list of numbers.
Place the numbers in ascending order.
Now place them in descending order.
What do you notice?

312, 321, 123, 132, 213, 231

What does the word ascending/descending mean?

Activity 2 Order Numbers

Here is a list of numbers.
Place the numbers in ascending order.
Now place them in descending order.
What do you notice?

312, 321, 123, 132, 213, 231

Ascending order:
123, 132, 213, 231, 312, 321
Descending order:
321, 312, 231, 213, 132, 123

Reasoning - 1 Order Numbers

Rosie has 7 different numbers.

She put them in ascending order then accidentally split some ink onto her page. Two of her numbers are now covered in ink.

214, 215, , 256, 289

What could the hidden numbers be?

Explain how you know.

Reasoning - 1 Order Numbers

Rosie has 7 different numbers.

She put them in ascending order then accidentally split some ink onto her page. Two of her numbers are now covered in ink.

214, 215, , 256, 289

The first number could be anything between 216 and 255. The second hidden number could be anything between 257 and 288.

True or False?

When ordering numbers you only need to look at the place value column with the highest value.

True or False?

When ordering numbers you only need to look at the place value column with the highest value.

False. For example, if you are ordering numbers in the hundreds you should start by looking at the hundreds column, but sometimes two numbers will have the same number of hundreds and so you will also need to look at other columns.

Discuss Order Numbers

How do you know you have created the greatest/smallest number?

What number is being represented by the place value counters/Base 10?

What does the word ascending/descending mean?

Can you find more than one way to order your numbers?

Count in 50s

3

Fluency Teaching Slides

Activity 1 Count in 50s

Look at the number patterns. What do you notice?

5	10	15	20	25	30

50	100	150	200	250	300

What is the same and what is different between counting in 5s and counting in 50s?

Activity 1 Count in 50s

Look at the number patterns. What do you notice?

5	10	15	20	25	30

50	100	150	200	250	300

Each number is 10 times bigger.
E.g- 5 and 50, 10 and 100.

Activity 2 Count in 50s

Complete the number tracks.

50		150	200			350		450	

	750	700	650			500			350

Can you notice a pattern as the numbers increase/decrease?

Activity 2

Count in 50s

Complete the number tracks.

50	100	150	200	250	300	350	400	450	500

800	750	700	650	600	550	500	450	400	350

Activity 2 Count in 50s

Complete the number tracks.

0	50	100		200					

850	800			650	600			450	

Activity 2 Count in 50s

Complete the number tracks.

0	50	100	150	200	250	300	350	400	450

850	800	750	700	650	600	550	500	450	400

Activity 3 Count in 50s

Circle and explain the mistake in each sequence.

50, 100, 105, 200, 250, 300 …

990, 950, 900, 850, 800

Can you correct the mistakes in each?

Activity 3 Count in 50s

Circle and explain the mistake in each sequence.

50, 100, 105, 200, 250, 300 …

990, 950, 900, 850, 800

Count in 50s

Odd One Out?

100, 150, 200, 220, 300

Circle the odd one out. Explain how you know.

Count in 50s

Odd One Out?

100, 150, 200, 220, 300

220 is the odd one out because it is not a multiple of 50.
If we were counting up in 50s from 100, it should have been 250 not 220.

Reasoning - 2 Count in 50s

Which is quicker:
counting to 80 in 10s or counting to 200 in 50s?

Explain your answer.

Reasoning - 2 Count in 50s

Which is quicker:
counting to 80 in 10s or counting to 200 in 50s?

It is quicker to count to 200 in 50s as it would only be 4 steps whereas counting to 80 in 10s would be 8 steps.

Count in 50s

Always, Sometimes, Never?

Sort the statements into
always, sometimes or never true statements.

- When counting in 50s starting from 0, the numbers are all even.

- There are only two digits in a multiple of 50.

- Only the hundreds and tens column changes when counting in 50s.

Count in 50s

Always, Sometimes, Never?

Sort the statements into
always, sometimes or never true statements.

- When counting in 50s starting from 0, the numbers are all even. Always

- There are only two digits in a multiple of 50. Sometimes

- Only the hundreds and tens column changes when counting in 50s. Sometimes

Discuss

Count in 50s

What is the same and what is different between counting in 5s and counting in 50s?

Hence, what is the connection between the 5 times table and 50 times table?

Can you notice a pattern as the numbers increase/decrease?