

**Priority Learning Target (Place Value): Anna will express numbers from 100-500 in concrete, pictorial & abstract representations.**

## Say the number

Each pair of pupils is given a set of arrow cards. All hundreds, tens and ones are placed face down and the first player turns over a hundreds, tens and ones card and builds the number using their three cards. Both pupils say the expanded version of the number e.g. 600 plus 40 plus 9 as well as the standard number - 649.

*(PDST Place Value, Decimals & Percentages: Teacher's Handbook, p. 44)*

## Recording in base ten language

Pupils say a three digit number in base ten language first e.g. 546 is five hundreds, four tens and six ones or  $500 + 40 + 6$ . Initially teacher displays the arrangement in base ten materials for pupils to see. Pupils write the number in base ten language - the words and the numbers. Pupils write the number in standard form. Teacher changes one piece (one hundred, ten or unit), pupils now write this new number in base ten language and standard form. Pupils may work in groups - one pupil constructs the number using base ten materials. The other pupils complete the previous steps of the activity.

**Extension:** Numbers can be written without the support of base ten materials.

*(PDST Place Value, Decimals & Percentages: Teacher's Handbook, p. 42)*

## Place your number

Each pair of pupils will need an empty number line with benchmarks set from 0 to 500 and a set of digit cards placed face down on the desk. The first pupil turns over two or three digit cards and places these in some order to make a two or three digit number less than 500. They then estimate where on the number line it belongs. Their partner then has a turn and must place their number on the number line in relation to the other numbers already present. This continues until as many digit cards have been used as possible.

*(PDST Place Value, Decimals & Percentages: Teacher's Handbook, p. 46)*

