

Lesson 1

Mental/Oral

Objective

To recall addition and subtraction facts for each number to 20

Vocabulary

Total, difference, pair, add, number sentence

Resources

- One small whiteboard per pair
- Whiteboard markers
- Number fans (0-20 or double-digit fans)

Activity

Write a number sentence on the board and ask children to hold up the correct missing number using their number fans, for example,

$$+ 12 = 17 \text{ (children hold up 5)}$$

Ask the children to explain how they worked out the answer.

Repeat this activity using different numbers.

To develop the activity, write a number sentence on the board that shows only the total, for example,

$$+ = 17$$

Ask children, in pairs, to decide what the missing numbers could be and to display them using number fans, for example, 13 and 4.

Ask the children:

What else could the numbers be? (Challenge the children to find all the pairs of numbers that total 17.)

Main Teaching Activity

Objective

To read, write and order whole numbers to at least 1000 and position them on a number line

Possible misconceptions

Children may reverse the digits of the numbers when recording them, i.e. 41 instead of 14, with the 4 first, because when counting we say four-teen.

In a 3 digit number, with a 0 in the tens column, for example, 708, children may not recognise that the 7 is worth 7 hundreds, and therefore read the number as 78.

Vocabulary

Number line, order, largest, smallest, hundreds, tens, units, place value, estimate, position

Resources

- PowerPoint (PP1)
- Flashcards
- Blank number lines
- Five individual whiteboards and pens

Introduction

Show children a two-digit number on the whiteboard (use the PowerPoint slideshow provided or print out the slides and use them as flashcards). Ask: **Who can read this number to me?**

Show children another two-digit number. Ask:

Who can read this number to me?

Is the number bigger than or smaller than the first number?

How do you know?

Repeat this activity using three-digit numbers.

Show the children a blank number line. Insert a start and an end number at the ends of the line, for example, 0–100 or 0–1000. Show children five two- or three-digit numbers (e.g. 378, 265, 312, 209 and 298) and say:

Tell me where to put these numbers on the number line. (If you are using an interactive whiteboard children can write the numbers on the line.)

Explain that the positions will not be exact, but in an approximate position. Ask:

How do you find the smallest number?

How do you find the largest number?

What clues did you use? (Explain to children the need to look carefully at the hundreds, tens and units columns when trying to order the numbers.)

Differentiated Activities

Above average ability

Complete number lines on Activity sheet 1a. Children order given three-digit and four-digit numbers and write in correct places on number lines.

Average ability

Complete number lines on Activity sheet 1b. Children order given two-digit and three-digit numbers and write in correct places on number lines.

Below average ability

Children should work in pairs, with teacher support. Give each pair a set of five two-digit and three-digit numbers on cards. Ask children to order the numbers from smallest to largest or largest

to smallest. Then ask them to repeat the activity, swapping number cards with another pair. Children record their results.

Extension/Homework activity

www.funbrain.com/ofm/index.html

Plenary/Review

Hand out individual whiteboards and pens to five children. Ask them to write a three-digit number clearly on their whiteboard. Call the children to the front and ask them to display their number to the class. Select a pupil to come and move the children into the correct order, so that the numbers are ordered smallest to largest.

Repeat the activity, this time giving the children the same first digit of the three-digit number, for example, all start with four hundred.

Assessment

Assessment criteria

I can read and write numbers to 1000 and put them in order.

Assessment strategy

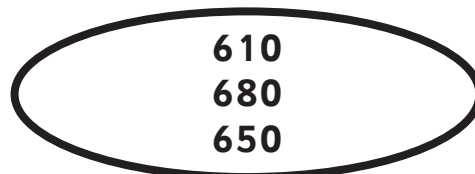
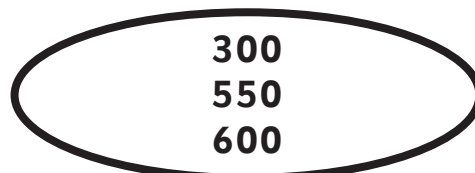
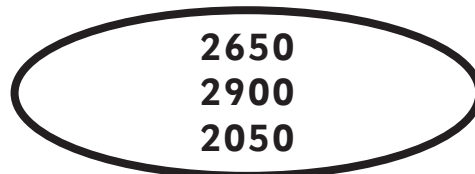
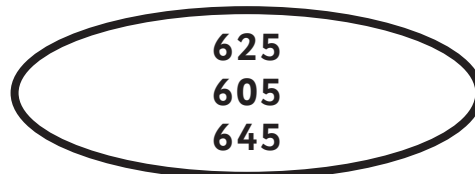
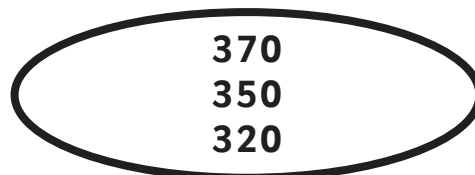
Assess the children's understanding through marking of completed work, through question and answer and through observation of whole-class activities.

Name: _____ Date: _____

Activity sheet 1a

Learning objective

To read, write and order whole numbers to at least 1000 and position them on a number line.



Now make up your own number line. Put your own three numbers in the oval and insert them correctly.



Name: _____ Date: _____

Activity sheet 1b

Learning objective

To read, write and order whole numbers to at least 1000 and position them on a number line.



20
80
60



35
15
25



40
30
70



150
120
180



510
590
540



920
980
940



255
295
205