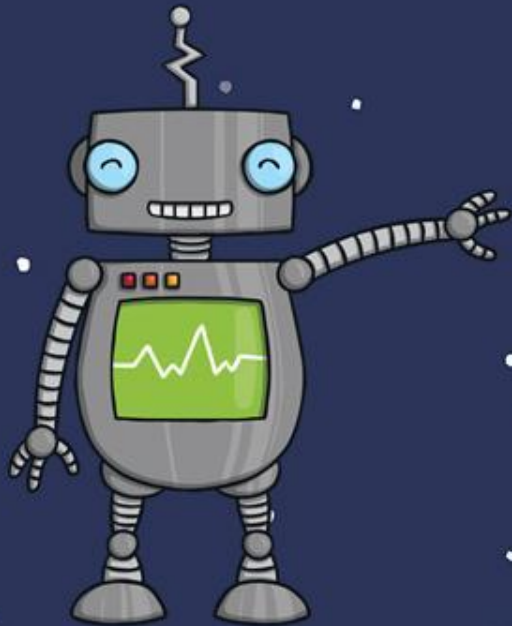


Place Value

Compare and Order Numbers



28

30

32

34



Order Me

Place the following numbers in order and estimate where they would each go on the number line.

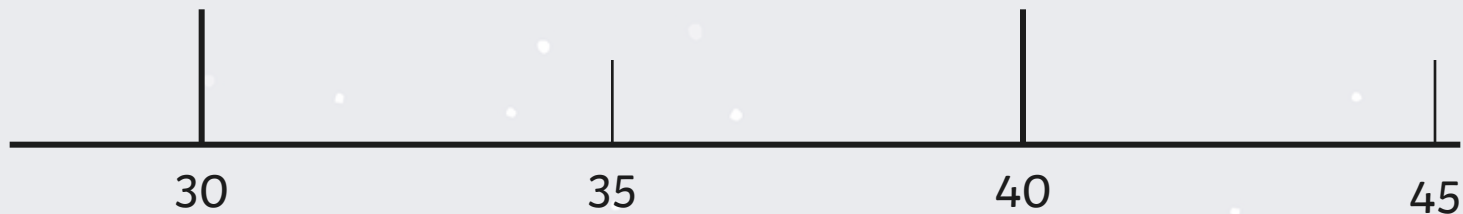
34

28

30

43

32



Use full sentences to explain your reasoning about where you have placed them.

Click each number to find its correct position on the number line.



Order Me

Place the following numbers in order and estimate where they would each go on the number line.



Use full sentences to explain your reasoning about where you have placed them.

Click each number to find its correct position on the number line.



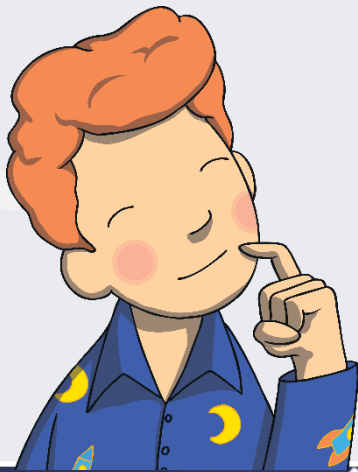
Compare Me

Ali is comparing numbers.

34

28

He says 28 is the largest because it has the highest digit.



Is Ali correct?

Can you give a reason for your answer?

Can you prove your thinking with equipment?



Highest Wins



spin

Each team takes a turn to spin the spinner twice. Choose where you would like to place the digit. The highest number wins.

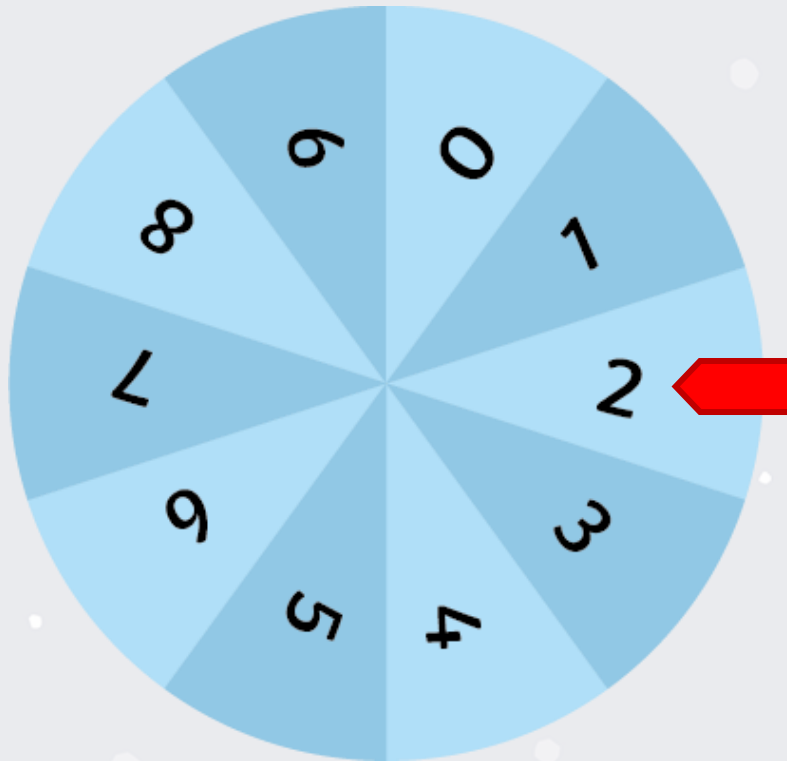


What is your strategy for making the highest number?

How do you know whose number is higher?



Lowest Wins



spin

Each team takes a turn to spin the spinner twice. Choose where you would like to place the digit. The lowest number wins.

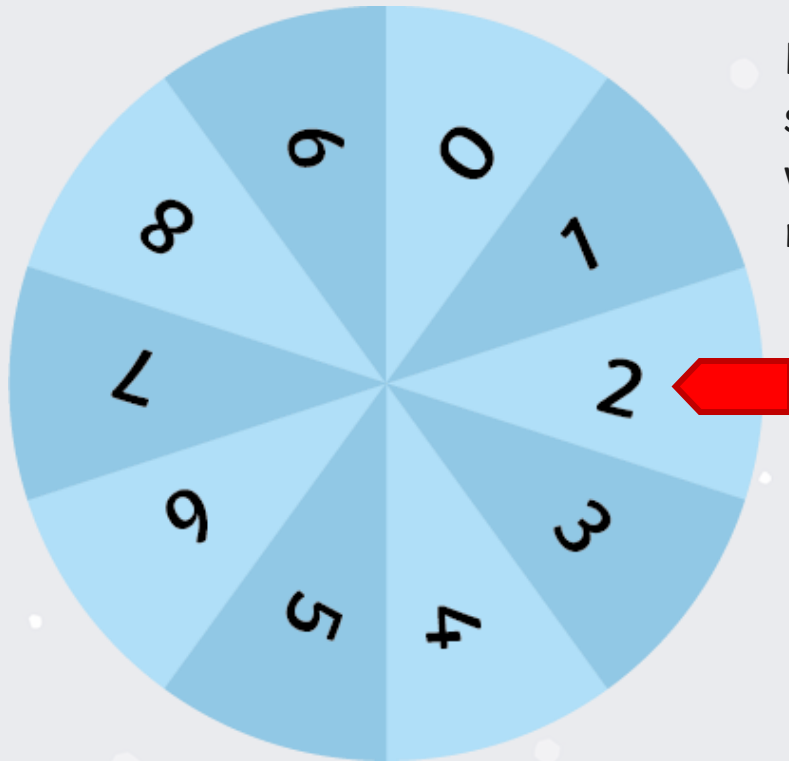


What is your strategy for making the lowest number?

How do you know whose number is lower?



Closest to 50 Wins



spin

Each team takes a turn to spin the spinner twice. Choose where you would like to place the digit. The number that is closer to 50 wins.

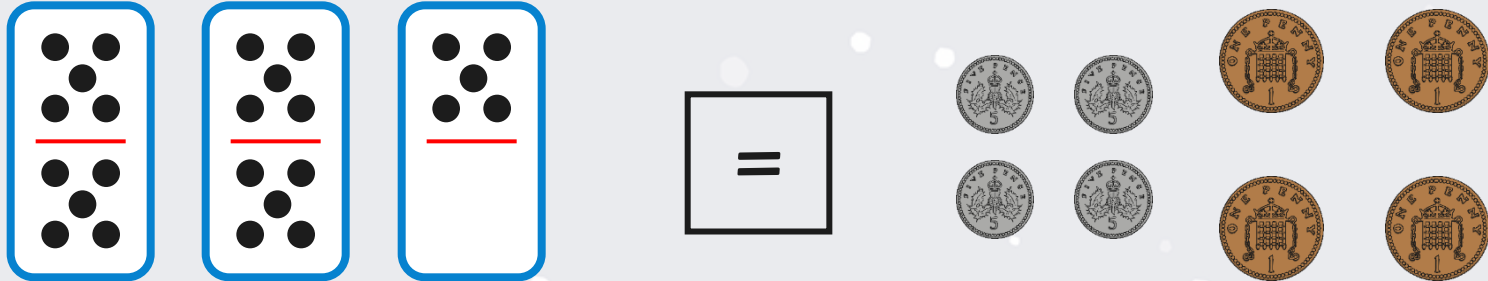


What is your strategy for making the number?

How do you know whose number is closer?



Name Me



Is the sentence correct? How do you know?

What numbers are represented?

The sentence is incorrect.

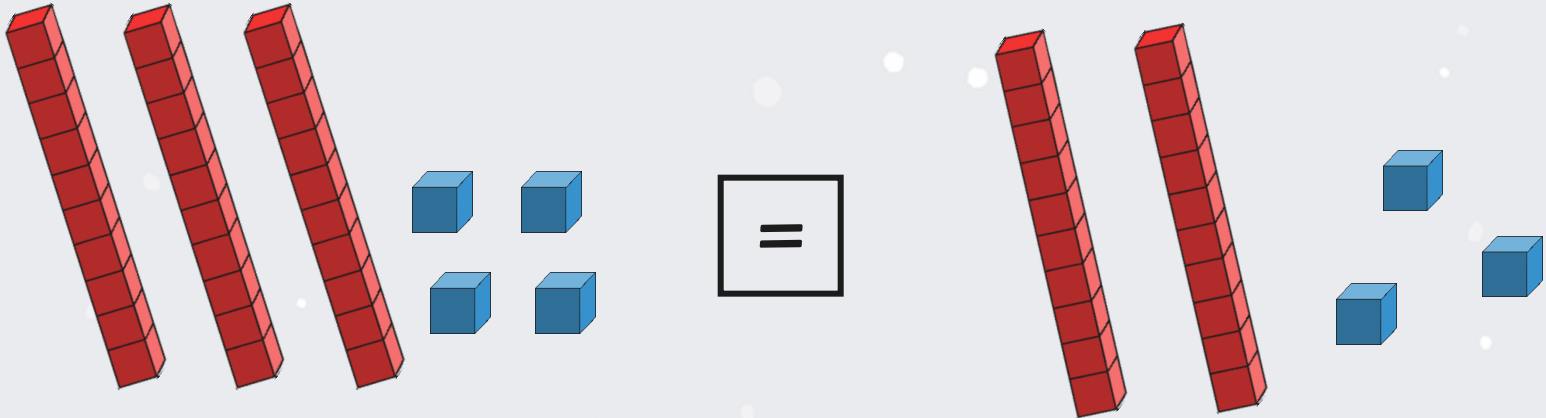
Can you find different ways to make the sentence correct?



The > symbol could be used. Counters can be taken from the ten frame, or coins added to the money.



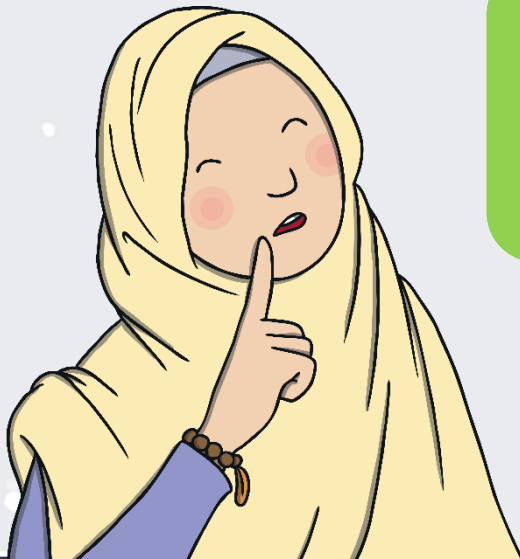
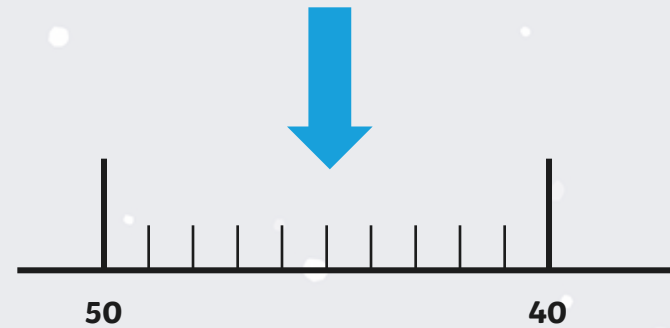
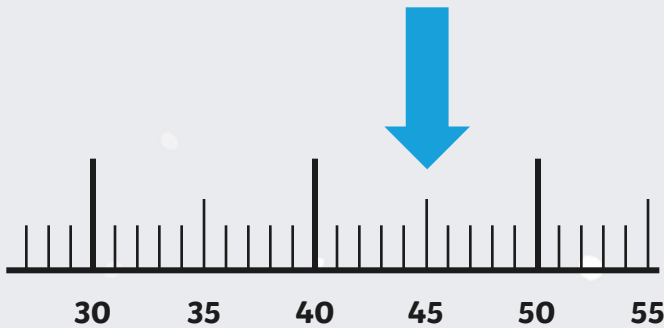
Name Me



Ben could either:
remove a ten and a one from the left or add
them to the right;
could change the symbol to $>$;
or change both the numbers to numbers with
the same value.



Name Me

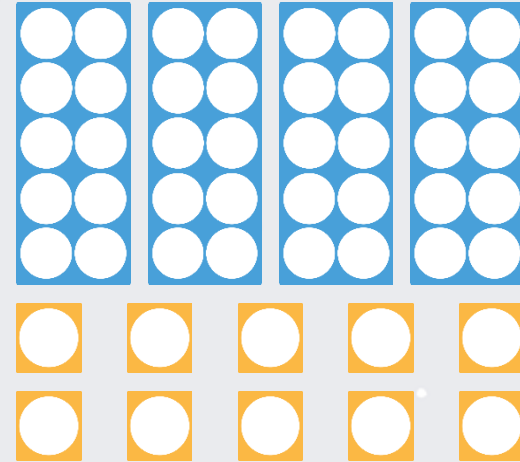
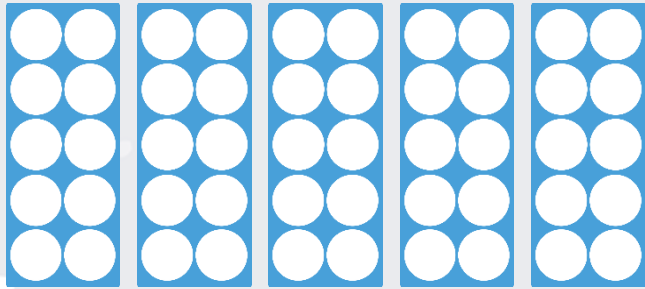


Can you find different ways to correct Hasifa's representation?

She could use the = sign, or change the location of one of the arrows on the number line.



Name Me



What symbol could you place in the box?

Give a reason for your answer.

Can you make up a puzzle for your class to solve?

4 tens and 10 ones is equivalent to 5 tens.



What Am I?

Ben and Anna have each used 6 pieces of equipment to represent a number.

Ben's number is the highest.

What might their numbers be?



Answer

Possibilities are 6, 15, 24, 33, 42, 51 and 60.

Any combination of these can be used as long as Ben's number is higher.



What Am I?

Ben and Anna have each used 8 pieces of equipment to represent a number.

Can you find all the possibilities?

Can you order them and place them on a number line?



Answer

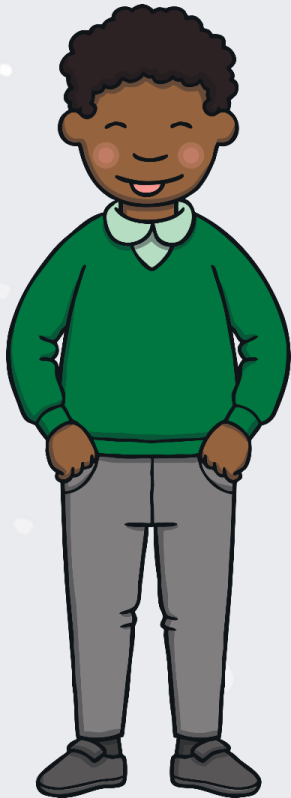
Possibilities are 8, 17, 26, 35, 44, 53, 62, 71, 80.



Roll the Dice

Harry and Cho have been rolling dice.

They have rolled the following digits.



They make as many 2-digit numbers as they can.

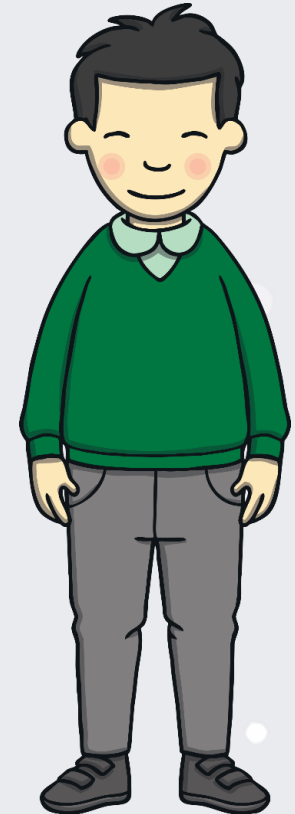
What numbers can they each make?

Harry could make 48, 47, 87, 84, 74 or 78.

Can you play this game with a partner?

Cho could make 33, 39 or 93.

You could decide on a target, such as the highest number, lowest odd number, or closest to 40. Can you explain why Cho cannot make as many numbers as Harry?





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