Numbers to 100 – 6

Warm up: Using your place value skills, try using jottings to show 2 digit numbers.

(24 = Draw 2 straight lines and 4 dots ll ....)

Comparing numbers 1

Discover

a) Use 🎲 to show the number of 🐚 each child has.

b) Who has the most 🐚, Ray or Tamsin?

Share

a) Ray

35

Tamsin 41

41

One ▭ shows 10 🐚.
A ⬚ shows 1 🐚.

b) Ray

35

Tamsin

41

35 < 41

Tamsin has the most 🐚.

Think together

1 Who has fewer flags, Ray or Tamsin?

Ray   Tamsin

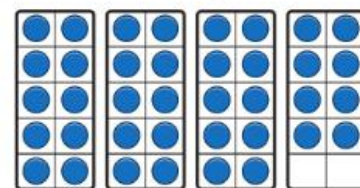☐ < ☐

_____ has fewer flags.

I used 🎲 to compare the flags.

2 Use <, > or = to complete a number sentence for each diagram.

a)

☐ ◯ ☐

b)

☐ ◯ ☐

3 Which number is greater?

A

B

☐ ◯ ☐

☐ is greater than ☐.

I compared them using 🎲.

I compared them using a 📿.

Discover

ASK

- *What is the same and what is different about Tamsin's and Ray's collections?*
- *Are the two collections easy to compare at the moment?*
- *How could you represent both numbers to make them easier to compare?*

IN FOCUS Use the picture in question **1** to begin discussing different representations of 2-digit numbers. Use Ray's collection to recap counting in 10s and discuss the number of tens and ones in the number on Tamsin's bucket. Agree that it is easier to compare two numbers if they are both represented in the same way.

ANSWERS

Question **1** a): Ray's

Tamsin's

Question **1** b): Tamsin has the most 🐚.

Share

WAYS OF WORKING Whole class teacher led

ASK

- *Question **1** a): How has each representation been linked to the Base 10 equipment?*
- *Question **1** b): How can you use the Base 10 equipment to help you compare the numbers?*
- *Question **1** b): Which blocks should you look at first, the tens or the ones?*

IN FOCUS Use question **1** to introduce children to the use of Base 10 equipment as a method of comparing numbers. Make sure children are aware that it is important for them to start making both numbers at the same point to ensure that the comparison is clear and fair. You could challenge children to write the comparison with a different sign (such as 41 > 35).

Think together

WAYS OF WORKING Whole class teacher led (I do, We do, You do)

ASK

- Question **1** : *How will you begin comparing the numbers? Could you represent the numbers in other ways?*
- Question **1** : *What does the sign < mean?*
- Question **2** : *Can you write the comparison in more than one way?*

IN FOCUS In question **1** , children should recognise that the flags are arranged in rows of 10, with the 'extra' ones in the last row for each. Using Flo's comment as inspiration, children could be asked to make and compare the numbers using Base 10 equipment.

STRENGTHEN If children struggle to compare the pairs of numbers in questions **1** and **2** , encourage them to make the numbers using Base 10 equipment or another concrete resource they feel comfortable with. Depending on the resource, it may be helpful to give children a large blank number line and a reminder that they should start making both numbers at the same point.

DEEPEN Question **3** requires children to compare two different numbers represented in two different ways. Discuss why Astrid and Flo used the methods they did. How have they made it easier for themselves to compare the two numbers? Challenge children to represent two different numbers in different ways and ask a partner to compare them and complete a number sentence using the < or > sign.

ASSESSMENT CHECKPOINT Assess children's confidence when comparing numbers. Can they use Base 10 equipment to demonstrate their comparisons and relate their reasoning to their knowledge of place value?

ANSWERS

Question **1** : 42 < 48

        Tamsin has fewer flags.

Question **2** a): 64 > 54 or 54 < 64

Question **2** b): 40 > 38 or 38 < 40

Question **3** : 38 < 43 or 43 > 38

        43 is greater than 38.