Place Value 1

Information

Common core icons

This icon indicates a slide where the Standards for Mathematical Practice are being developed. Details of these are given in the Notes field.

Slides containing examples of mathematical modeling are marked with this stamp.

This icon indicates an opportunity for discussion or group work.

The **Standards for Mathematical Practice** outlined in the Common Core State Standards for Mathematics describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

These are:

1) Make sense of problems and persevere in solving them.

2) Reason abstractly and quantitatively.

3) Construct viable arguments and critique the reasoning of others.

4) Model with mathematics.

5) Use appropriate tools strategically.

6) Attend to precision.

7) Look for and make use of structure.

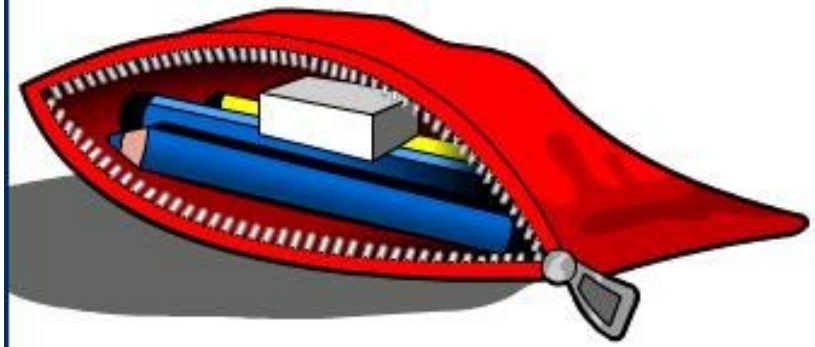
8) Look for and express regularity in repeated reasoning.

This icon indicates that the slide contains activities created in Flash. These activities are not editable.

This icon indicates teacher's notes in the Notes field.

Hannah's pencil case

How many pencils are there in Hannah's pencil case?



Jake's muffins

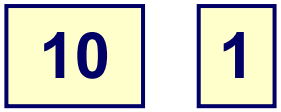
Jake buys a box of 10 muffins. Let's have a look inside.

Jake's box of 10 muffins contains **ten single units**.

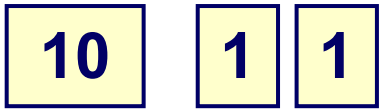
Numbers 11 to 19

How could we think about numbers higher than 10?

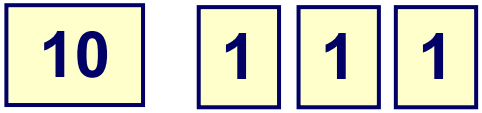
eleven 11



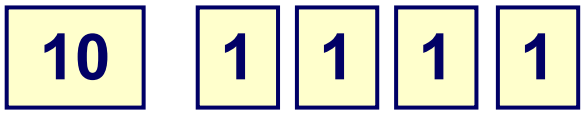
twelve 12



thirteen 13



fourteen 14



We can think of numbers between 11 to 19 as groups containing one **ten** and a different number of **ones**.

Numbers 11 to 19 activity

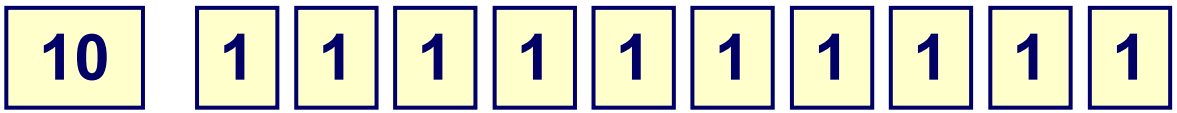
Match each number to its correct pair

twelve 12	10 1 1 1 1 1 1
nineteen 19	10 1 1
fourteen 14	10 1 1 1 1 1 1 1 1 1
sixteen 16	10 1 1 1 1

Twenty

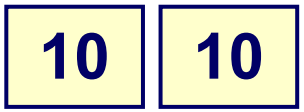
How could we think about the number twenty, 20?

twenty 20



one ten and ten ones

twenty 20

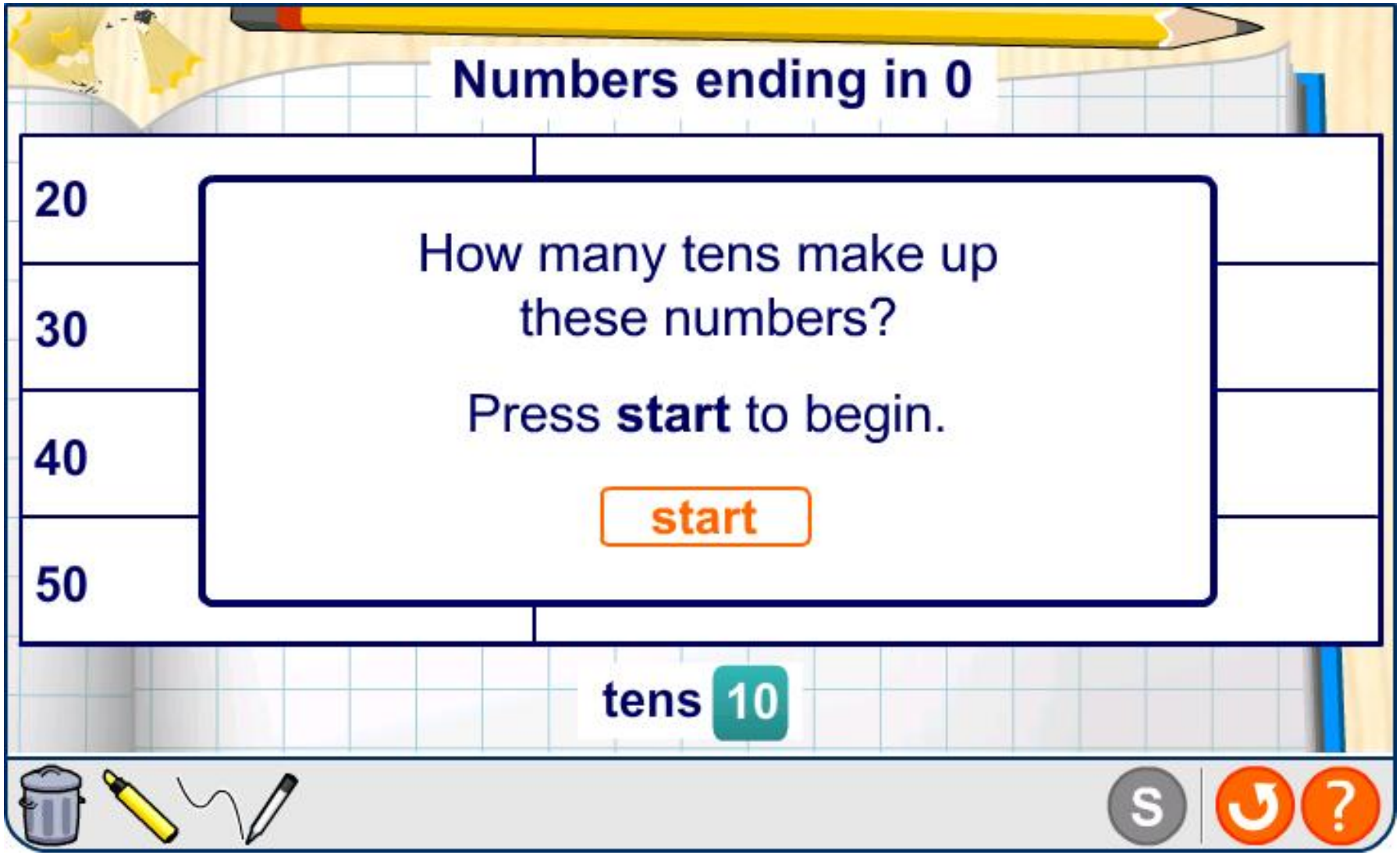


two tens

Which is the best way to think about twenty?

How could you think about **thirty, 30**?

Numbers ending in 0



Thinking about numbers

How many **tens** and **ones** are these numbers made of?
Press on the numbers to reveal the answers.

Press **start** to begin.

start

Comparing numbers

How can we tell if one number is bigger than another?

We can **compare** the tens and ones in each number.

Which of these numbers is bigger?

twelve, 12

10	1	1

fourteen, 14

10	1	1	1	1

Fourteen has more ones than twelve, so **fourteen** is bigger than twelve.

Tens or ones?

Which of these numbers is bigger?

twenty three, 23

10	10	1	1	1

eighteen, 18

10	1	1	1	1	1	1	1	1

23 has **more tens** than 18, but **fewer ones**. I think 23 is largest because tens are bigger than ones.

Is Alex correct?

Alex is correct. The number with the most tens is **always** the largest.

Comparing numbers using signs

We can use three signs to compare numbers.

Number signs practice

Add the correct sign for each box.

25	<	52	18	<	19
62	>	26	75	=	75
29	=	29	94	>	65

Whack-a-mole