

INTERVENTION

Multiplicative Place Value
of Whole Numbers

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Multiplicative Place Value of Numbers of Whole Numbers [page 2](#)

Progress Sheet [page 3](#)



Multiplicative Place Value of Whole Numbers

(Place Value 18)

RESOURCES: playing cards, small connecting blocks as place value blocks, pencil, paper / Maths book

Record a place value chart with ones and tens.

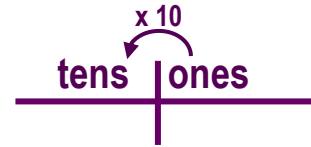


What number are we multiplying 1 by to get 10?

What number is 10 times larger than 1?

Are we multiplying by 10?

Is 10, 10 times larger than 1?

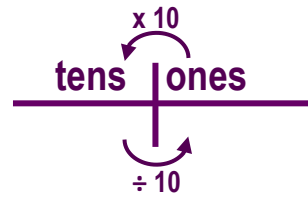


What number are we dividing 10 by to get 1?

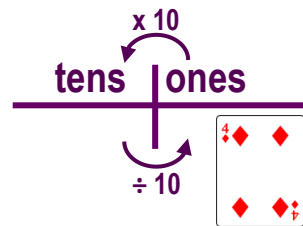
What number is 10 times smaller than 10?

Are we dividing by 10?

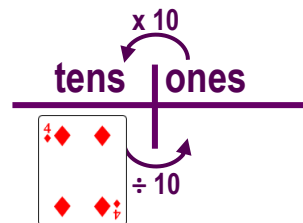
Is 1, 10 times smaller than 10?



Place a card in the ones column and record the value of the digit. **4 ones**



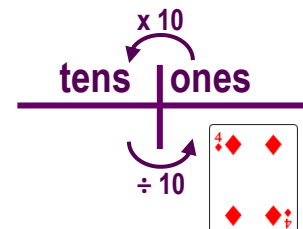
Multiply the number by 10 by moving it 1 place to the left.



Record the number sentence to show the operation.

$$4 \times 10 = 40$$

Divide the number by 10 by moving it 1 place to the right.



Record the number sentence to show the operation.

$$40 \div 10 = 4$$

Reflection: How can we multiply and divide by 10 using multiplicative place value?

Progress Sheet

Child's Details (Name and Intervention Concept):
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Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									