

INTERVENTION

Place Value Concepts of Five-digit 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.

Standard and Non-standard Place Value of Five-digit Numbers	page 2
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Standard and Non-standard place value of five-digit numbers

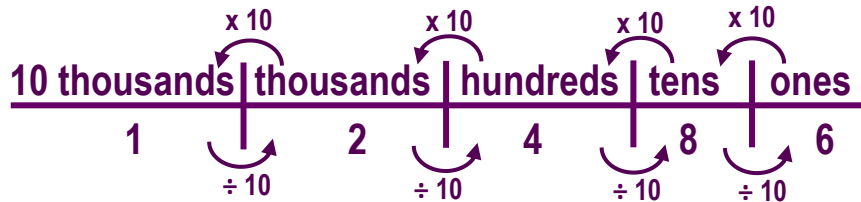
(Place Value 19 Patterns and Algebra 21)

RESOURCES: playing cards, paper / Maths book

Select cards to make a five-digit number.



Record your number in a place value chart.



Describe your number using standard place value.

$$12\ 486 = 1 \text{ ten-thousand} + 2 \text{ thousands} + 4 \text{ hundreds} + 8 \text{ tens} + 6 \text{ ones}$$

Imagine that you have broken 1 ten-thousand into 10 thousandths, 2 hundreds into 20 tens.

Record your number using non-standard place value.

$$12\ 486 = 12 \text{ thousands} + 2 \text{ hundreds} + 28 \text{ tens} + 6 \text{ ones}$$

Imagine that you have broken 1 ten-thousand into 10 thousandths, 2 thousands into 20 hundreds, 3 hundreds into 30 tens and 18 tens into 180 ones.

Record your number using non-standard place value.

$$12\ 486 = 10 \text{ thousands} + 19 \text{ hundreds} + 40 \text{ tens} + 186 \text{ ones}$$

Record your five-digit number using non-standard place value in 1 more way.

Reflection: How can we describe five-digit numbers using standard and non-standard place value?

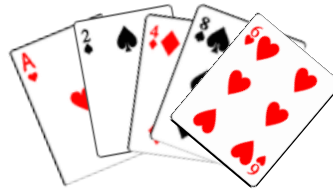


Partition five-digit numbers

(Place Value 19 Patterns and Algebra 21)

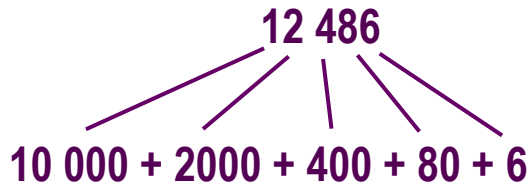
RESOURCES: playing cards, larger connecting, pencil, paper / Maths book

Select cards to make a teen number.



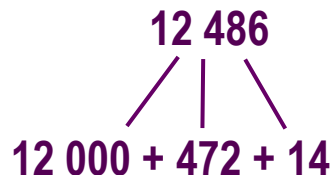
Record the number. **12 486**

Partition the number using standard place value.



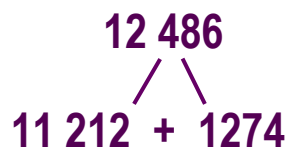
Record the partition.

Partition the number using non-standard place value.



Record the partition.

Partition the number into 2 parts that do not use place value.



Record the partition

Keep partitioning the number in a few more different ways. Identify which partitions use place value, and which partitions don't.

Reflection: How can we partition five-digit numbers into parts that are place values and into parts that are not place values?

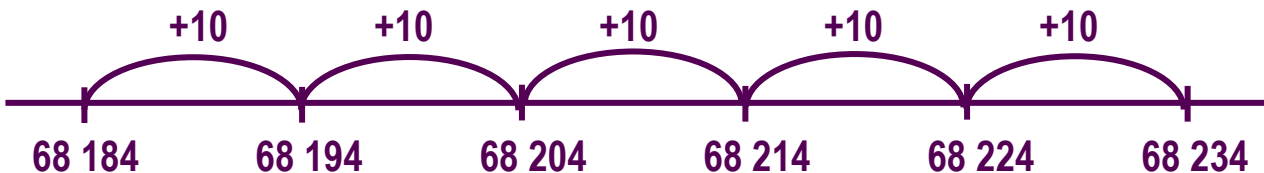


Count forwards and backwards by 10s off the decade from five-digit numbers (Place Value 19 Patterns and Algebra 21)

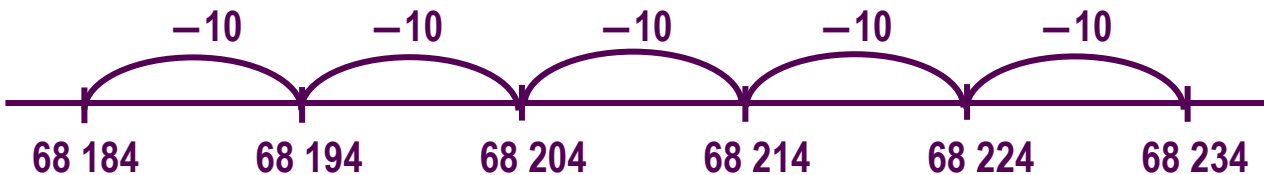
RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make a five-digit number to start counting by tens from.

Count forwards by 10s from the number.



Count backwards by 10s from the number.



Why do the ones digits stay the same when we count forwards and backwards by 10s?
Are we adding and subtracting zero ones?

Why do the tens increase by 1 each time when we count forwards by 10s, and decrease by 1 each time when we count backwards by 10s?
Are we adding and subtracting 1 ten each time?

Reflection: How can we count forwards and backwards by 10s?

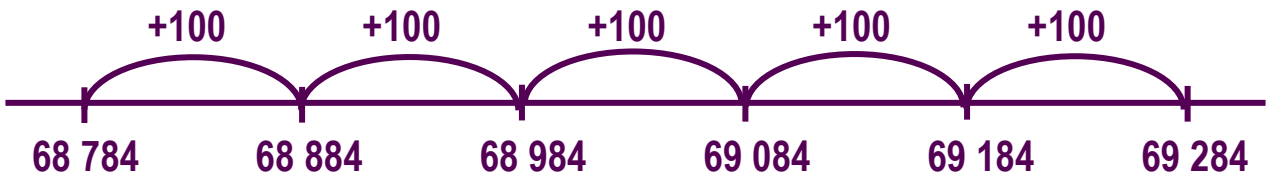


Count forwards and backwards by 100s off the hundred from five-digit numbers (Place Value 19 Patterns and Algebra 21)

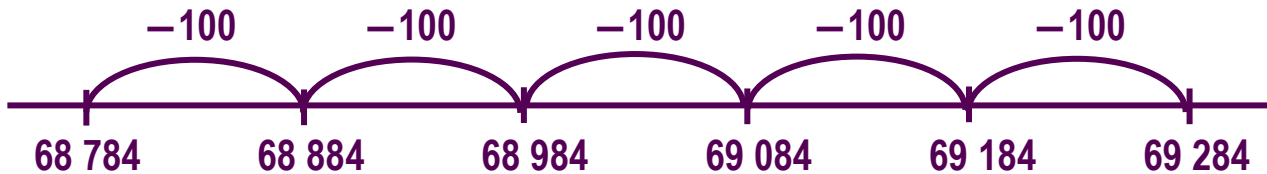
RESOURCES: playing cards, pencil, paper / Maths book

Select cards to make a five-digit number to start counting by hundreds from.

Count forwards by 100s from the number.



Count backwards by 100s from the number.



Why do the ones digits stay the same when we count forwards and backwards by 100s?
Are we adding and subtracting zero ones?

Why do the tens digits stay the same when we count forwards and backwards by 100s?
Are we adding and subtracting zero tens?

Why do the hundreds increase by 1 each time when we count forwards by 100s, and decrease by 1 each time when we count backwards by 100s?
Are we adding and subtracting 1 hundred each time?

Reflection: How can we count forwards and backwards by 100s?

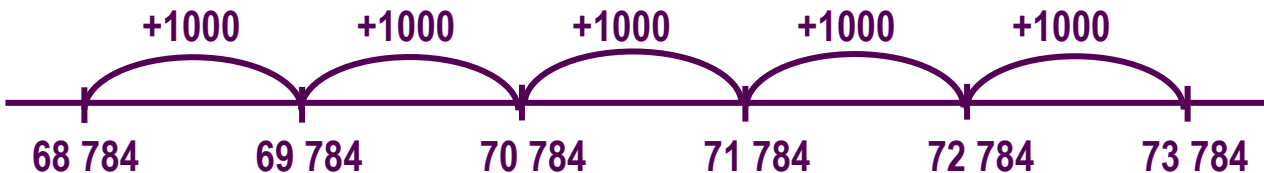


Count forwards and backwards by 1000s off the hundred from five-digit numbers (Place Value 19 Patterns and Algebra 21)

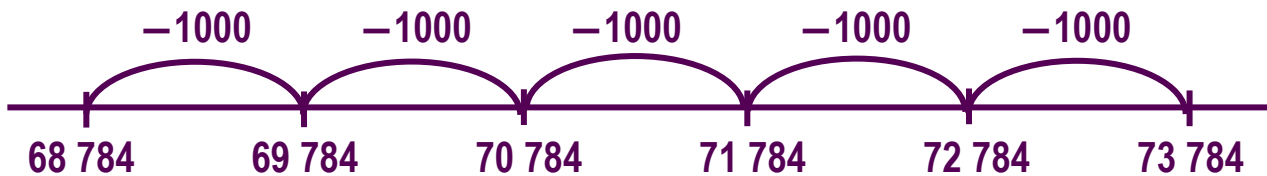
RESOURCES: playing cards,
pencil, paper / Maths book

Select cards to make a five-digit number to start counting by hundreds from.

Count forwards by 100s from the number.



Count backwards by 100s from the number.



Why do the ones digits stay the same when we count forwards and backwards by 1000s?
Are we adding and subtracting zero ones?

Why do the tens digits stay the same when we count forwards and backwards by 1000s?
Are we adding and subtracting zero tens?

Why do the hundreds digits stay the same when we count forwards and backwards by 1000s?
Are we adding and subtracting zero hundreds?

Why do the thousands increase by 1 each time when we count forwards by 1000s, and
decrease by 1 each time when we count backwards by 1000s?
Are we adding and subtracting 1 thousand each time?

Reflection: How can we count forwards and backwards by 1000s?



Ordering Five-digit Numbers

(Place Value 19 Patterns and Algebra 21)

RESOURCES: playing cards, pencil, paper / Maths book

Select 2 numbers to place at each end of a number line.



Select a number that falls between the 2 numbers and place it on the number line.



Select another number that falls between 2 of the numbers and place it on the number line.



Reflection: How can we place numbers in order on a number line?

Progress Sheet

Child's Details (Name and Intervention Concept):

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									
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Date									
Number size Investigated									
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