

## INTERVENTION

### Place Value of Numbers to Thousandths and Any Size

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.

Place Value of Numbers to Thousandths and Any Size ..... [page 2](#)

Progress Sheet ..... [page 3](#)



# Standard and Non-standard place value of numbers to thousandths, any size

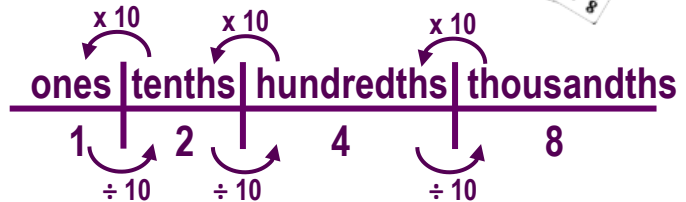
(Place Value 25 Fractions Decimals 19,  
Place Value 28 Fractions Decimals 25)

RESOURCES: playing cards, paper / Maths book

Select cards to make a number that includes some decimal fractions.



Record your number in a place value chart.



Describe your number using standard place value.

$$1.248 = 1 \text{ one} + 2 \text{ tenths} + 4 \text{ hundredths} + 8 \text{ thousandths}$$

Record your tenths, hundredths, and thousandths as fractions.

$$1.248 = 1 \text{ one} + \frac{2}{10} + \frac{4}{100} + \frac{8}{1000}$$

Imagine that you have broken the 1 one into 10 tenths.

Record your number using non-standard place value.

$$1.248 = 12 \text{ tenths} + 4 \text{ hundredths} + 8 \text{ thousandths}$$

Record your tenths, hundredths, and thousandths as fractions.

$$1.248 = \frac{12}{10} + \frac{4}{100} + \frac{8}{1000}$$

Imagine that you only have 11 tenths and 5 hundredths and everything else is thousandths.

Record your number using non-standard place value.

$$1.248 = 11 \text{ tenths} + 5 \text{ hundredths} + 98 \text{ thousandths}$$

Record your tenths, hundredths, and thousandths as fractions.

$$1.248 = \frac{11}{10} + \frac{5}{100} + \frac{98}{1000}$$

Reflection: What does place value tell us about numbers to thousandths?

What does place value tell us about numbers of any size?

# 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									
Independent or with support?									

Date									
Number size Investigated									
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Date									
Number size Investigated									
Independent or with support?									