

Ordering Numbers Lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Order numbers</p>	<p>Mental:</p> <p>Main: Revise model from previous lesson on comparing two numbers and using the symbols $<$, $>$ and $=$ Explain that today instead of comparing just two numbers, we are going to be comparing more than two numbers at a time and putting them in order. Revise how the first thing that you need to do is to see how many digits each number has. If one number has more digits than another, the one with more digits is the highest e.g. 60 is higher / more than 6, and 600 is greater than 60. Model how to decide how to re-order 3 such numbers e.g. 20, 200 and 2 If two numbers have the same number of digits e.g. 45 and 72, first you need to look at the number furthest on the left e.g. the 4 in 45 or the 7 in 72, because the tens are worth more than the units. Model how to re-order 3 such numbers e.g. 43, 81, 56 If two numbers have the same number furthest on the left e.g. 45 and 41, then you need to look at the next number along and compare them e.g. the 5 in 45 and the 1 in 41. Model how to re-order 3 such numbers e.g. 47, 41 and 44. Repeat these explanations for numbers with 3 digits. Put a series of 3-digit numbers on the board. Ask more able talk partners (if children are sat in mixed ability pairs) to explain to their partner how they would decide which order to put them in Put a series of 2-digit numbers on the board. Ask less able talk partners to explain to their partner how they would decide which order to put them in. Ask less able children to begin work. Model for them how to use the number lines to order the numbers. Put a series of numbers on the board. Ask remaining children to order them from lowest to highest. Remind children not to show their boards until you ask them (to prevent copying). Repeat this until most children seem confident in their understanding With children who are still unsure keep them on the carpet and go through with them again. Children who seem more secure to begin their independent work</p>	<p>Lower ability – Use a number line to order numbers from 1 to 20 from lowest to highest</p> <p>Middle ability – Order 2-digit numbers up to 100</p> <p>Higher ability – Order 3-digit numbers up to 1,000</p> <p>Extension – Order 4-digit numbers up to 10,000</p> <p>Extension – Children who finish early to play game on ordering numbers at https://www.ictgames.com/mobilePage/countingCaterpillar/index.html as a reward and to reinforce the lesson</p>	<p>Arrange children in to house teams. Give each child a number. Each house team needs to organise themselves so that they are in order from lowest to highest in a race. When children are in finished, ask them how they knew where to stand. Praise children for using words like digit, lower, higher, smaller, larger</p>