

Counting and place value lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Understand place value	Mental: Main: TA to take children who are unable to count reliably (if unsure if can count reliably ask child to quickly count a number of items) and cover the following principles: One-to-one – each item should only be counted once. TA to make deliberate mistake of continuously counting each item more than once, until children say 'No! That's wrong'. Ask them to explain why Stable-order – that the order of number names does not change. TA to make deliberate mistake of counting incorrectly e.g. one, two, five, three, eight, until children say 'No! That's wrong'. Ask them to explain why. Practice counting up and down to 20. Cardinal – the last number counted tells us 'how many' items there are Abstraction – that anything can be counted, including unrelated and mixed items. TA to count mixed objects e.g. pencils, rubbers and sharpeners, as one group. Order-irrelevance – that we can count from any object; we don't have to start from right to left. TA to count from objects in the middle and on the right. Conservation of number – TA to show children a smaller number of larger items e.g. 4 biscuits and a larger number of smaller items e.g. 6 small coins. Discuss with the children which group has 'more' items. Discuss how we can make it easier to not make mistakes when we count e.g. arranging the items in to a row or moving the 'counted' objects away from the 'to be counted' ones Children to practice counting groups of items correctly in pairs. Teacher (with remainder of class): Revise how we need to look at the position, or place, of a number to know what it is worth i.e. is it in the hundreds, tens or units column. Use place value ITP from https://www.ictgames.com/mobilePage/arrowCards/index.html (if the link does not work, Google 'place value interactive teaching tool' to find something similar) to model how 4 is worth 4 units, 40 is worth 4 tens and 400 is worth 4 hundreds, so 40 is worth more than 4 and 400 is worth more than 40. Repeat with other similar numbers e.g. 6, 60 and 600. Also explain with base-ten materials http://www.worldwideshoppingmall.co.uk/toys/shelves/numeracy-base-10.asp (if have them) Model how we can 'exchange, ten units for one stick of ten and explain how ten units are worth the same as one stick of ten. Model how we can use drawings to represent each number (like below). Model how to complete independent work On pupil whiteboards ask children to draw a representation of a given number. Tell children not to show their whiteboards until asked (to stop copying). Keep any children who are still unsure and go through with them again.	Lower ability – count objects up to 20 Middle ability – write 2 digit numbers to match representations of them in units blocks and tens sticks. Higher ability – draw representations to show the value of each digit in 2 digit and 3 digit numbers e.g. for 123 Gifted and talented – as above, but also with 4-digit numbers, with larger rectangles for the thousands Extension – think of own numbers to draw representations of, and draw them	In ability partners give children a pupil whiteboard and a pen. Ask children to give their partners a number to draw a representation of. Discuss if they think their partner drew a suitable representation. Why / why not? Repeat

