Partitioning numbers lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	Mental: Main: Partition numbers	Mental: Main: TA to ask G + T children to partition some 4-digit numbers; if confident with this go with TA to work on partitioning numbers with a decimal place; if not stay with the rest of the class Have TA take G+T children to work on partitioning numbers with a decimal place: Show children a stick of ten:  Show children another version of it:  Revise how each unit can be split in to tenths Give each child a unit that has been split in to tenths and have them cut it up in to ten strips. Revise how each of these is called a tenth, so a unit is made up of ten tenths Show children some examples of numbers, representing them using these units squares and tenths strips e.g. 3.2 would be 3 unit squares and 2 tenth strips, 8.9 would be 8 unit squares and 9 tenth strips etc Ask the children to show you some examples of their own Model how to partition numbers with one decimal place (Teacher with remainder of class) Revise how columns in 2-digit numbers are tens and units and columns in 3-digit numbers are hundreds, tens and units Use Place Value ITP at http://www.taw.org.uk/lic/itp/place_val.html (if link does not work, just Google 'Place Value ITP') to show how a number in the tens column is worth ten times as many as a number in the units column e.g. a 1 in the tens column is worth 10, whereas a 1 in the units column is worth only 1. Repeat to show how a number in the hundreds column is worth ten times as many as a number in the tens column e.g. the 1 in 100 is worth ten lots of ten Model how we can partition numbers e.g. 43 = 40 + 3 or 572 = 500 + 70 + 2 Repeat above model, but for thousands as well e.g. 3,891 = 3,000 + 800 + 90 + 1	Lower ability – partition 2-digit numbers Middle ability – partition 3-digit numbers Higher ability – partition 4-digit numbers G+T – partition numbers with 1 decimal place Extension – make up own numbers to partition on pupil whiteboards	Ask children to come up with some of their own numbers and partition them on their pupil whiteboards. Explain what they have done to a partner

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