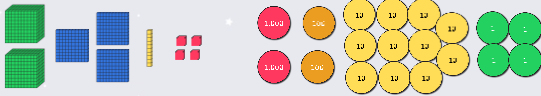


To be able to partition numbers into 1,000s, 100s, 10s and 1s



#### Starter:

John says, "The representations below show two numbers of differing values."



Do you agree?  
Explain your answer.

To be able to partition numbers into 1,000s, 100s, 10s and 1s



#### Activity 1:

How many other ways can you think of partitioning 2,346?



Complete the number sentences below:

$$2,000 + 300 + \underline{\quad} + 6 = 2,346$$

$$2,000 + \underline{\quad} + 6 = 2,346$$

$$2,000 + 300 + \underline{\quad} = 2,346$$

$$1,000 + \underline{\quad} + 346 = 2,346$$

$$1,000 + \underline{\quad} + 40 + 6 = 2,346$$

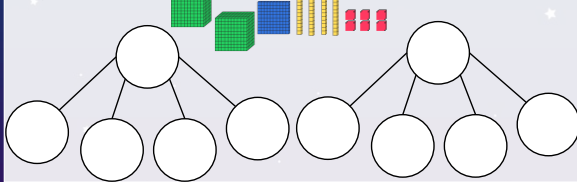
$$1,300 + \underline{\quad} = 2,346$$

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#### Activity 2:

Can you partition the number represented below in more than one way using a part-whole model?



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#### Activity 3:

Leila describes another number.  
She says, "My number has 2 thousands, 14 hundreds and 56 ones."

What is Leila's number?

How else could we phrase a sentence about the same number?

To be able to partition numbers into 1,000s, 100s, 10s and 1s



#### Activity 4:

Which one doesn't belong?

- 
- 
- 
- 

Explain your answer.

To be able to partition numbers into 1,000s, 100s, 10s and 1s



#### Activity 5:

Ahmed has sketched some place value counters totalling 5,678.

He spilt some paint on his page.

Which counters might be under the splat? Can you solve this in multiple ways?



To be able to partition numbers into 1,000s, 100s, 10s and 1s



**Evaluation:**

Thomas and Salma are describing numbers.

Thomas says, "My number has 2 thousands, 14 hundreds and 67 ones."

Salma says, "My number has 34 hundreds, 7 tens and 6 ones."

Who has the largest number?

Explain your answer.