

Walk the line

Activity 1

Focus of activity: Placing 3-digit numbers on a 100 to 200 line, then a 0 to 1000 landmarked line

Working together: conceptual understanding

- On a big piece of paper, draw a long line from 0 to 100, and mark on 0, 10, 20, 30... 90 and 100. Ask a child to mark where they think 45 belongs on the line. Do the rest of the group agree? Ask another child to mark on 79.
- *We're going to change this line from a 0 to 100 line to a 100 to 200 line.* Change 0 to 100, 10 to 110, 20 to 120 and so on until 100, crossing out 100 and writing 200.
- Point to 45 on the line. *This number isn't 45 anymore, what is it? And 79?*
- Ask a child to mark 125 and another to mark on 181. Point out how they can use their skill in placing numbers on a 0 to 100 line to place numbers on a 100 to 200 line.
- Directly underneath, draw a line from 200 to 300, marking on 200, 210, 220, 230... 290 and 300. Ask different chn to mark on numbers such as 205, 239 and 294.
- Next sketch a line from 0 to 1000, marking on 0, 100, 200... 900, 1000. Ask a child to place 50 on this line. Ask others to place 150, 250 and 750. Can they see that knowing where to place 50 between 0 and 100 helps them to place 150 between 100 and 200, 250 between 200 and 300 and 750 between 700 and 800?

Up for a challenge?

What's the number just before 150? And just after? What number is half way between 100 and 150? And between 150 and 200? Between 700 and 750? Between 750 and 800?

Now it's the children's turn:

- Ask chn to practise marking numbers on landmarked lines (see child instructions).
- Go round chn and mark these as they do them, e.g. after the first three numbers.

S-t-r-e-t-c-h:

Ask chn to think of one other number to mark on each line. If chn cope well, they may be able to do the easier activity sheet from day 4.

Things to remember

Remember that you can use the skills in placing numbers between 0 and 100 to place 3-digit numbers on lines. Sketch a line from 0 to 100 with NO marks between. Where would you place 50 on this line? And 75? And 25? Adapt the line to be from 100 to 200. What are the numbers on the line now? Adapt the line to be from 500 to 600. What numbers are on the line now?

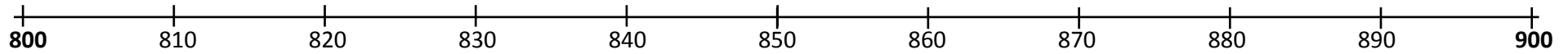
You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

| Resources | Outcomes |
|---|--|
| <ul style="list-style-type: none">• Large sheets of paper on which to draw lines (e.g. flipchart paper) and marker pens• Practice sheet (see child instructions)• <i>S-t-r-e-t-c-h:</i> Day 4 Easier Activity sheet | <ol style="list-style-type: none">1. Chn can mark 3-digit numbers on lines marked in 10s.2. Chn can mark multiples of 50 on 0 to 1000 lines marked in 100s.3. Chn begin to mark other 3-digit numbers on 0 to 1000 lines marked in 100s. |

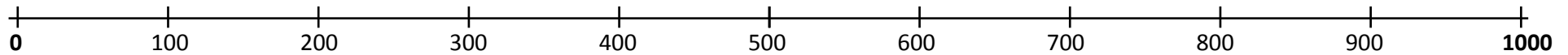
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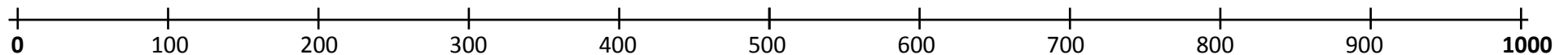
4. 838, 855 and 888



5. 50, 150, 350, 650 and 950



6. 450, 425 and 475, 850, 825 and 875



S-t-r-e-t-c-h:

Think of one other number to mark on each line.

Learning outcomes:

- I can mark 3-digit numbers on lines marked in 10s.
- I can mark multiples of 50 on 0-1000 lines marked in 100s.
- I am beginning to mark other 3-digit numbers on 0-1000 lines marked in 100s.