## Ready-to-go Lesson Slides Year 2

Place Value Lesson 3

## To partition numbers in different ways

$\square$ I can partition numbers to 100 in different ways
$\square$ I can explain the value of each digit in numbers to 100
$\square$ I can use this understanding to reason and solve

## Starter:

Riley has three digit cards. He is trying to make as many different two-digit numbers as he can. He has made six.

Is he right? Why? / Why not?


## To partition numbers in different ways

$\square$ I can partition numbers to 100 in different ways
$\square$ I can explain the value of each digit in numbers to 100
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## Starter:

Riley has three digit cards. He is trying to make as many different two-digit numbers as he can. He has made six.

Is he right? Why? / Why not?


No, Riley is not correct. There are only four answers. 02 and 03 are not two-digit numbers.

## To partition numbers in different ways

## Talking Time:

What is missing from this part-whole model?
How do you know?


## To partition numbers in different ways

## Talking Time:

What is missing from this part-whole model? How do you know?
$10+6$


## To partition numbers in different ways

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## Talking Time:

What is missing from this part-whole model? How do you know?

$$
50
$$



## To partition numbers in different ways

Talking Time: let's look at another way to partition the number 55


## To partition numbers in different ways

## Talking Time:

Here are some ice cube trays.
Draw a part-whole model with numbers to show how many ice cubes there are altogether.


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Here is a part-whole model.
Which of the three representations matches it?
Can you explain your choice?


## To partition numbers in different ways

Here is a part-whole model.
Which of the three representations matches it?
Can you explain your choice?
The tens frames represent 23, but the other two examples represent 32.


