Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children could respond to this activity on mini whiteboards. They may benefit from having some practical apparatus in front of them to physically replicate the numbers.

Can you count in tens to help you?
What does one stick represent?

What does one blue number shape represent? What does the red number shape represent?

How many dots are in each frame?
How many dots are in the last frame?

How much of the hundred square is shaded grey?

How many dots are on each dice?
How many in total?

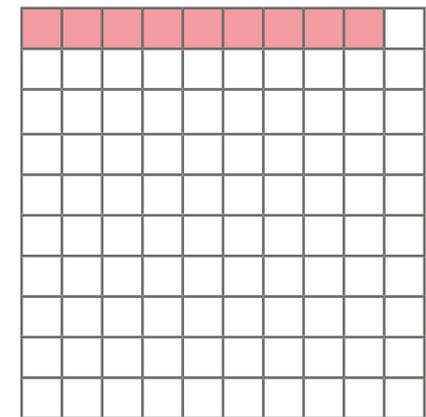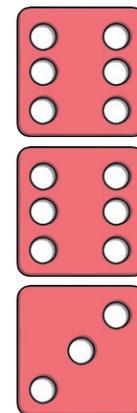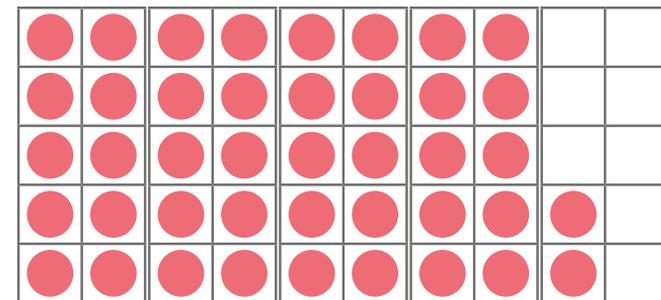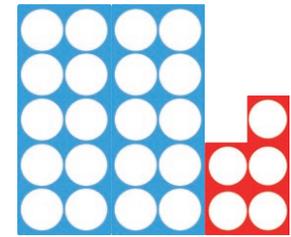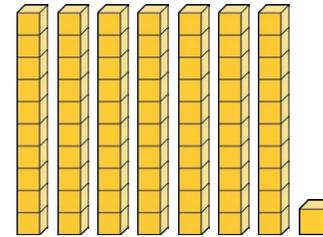Which digit comes first?
How many tens are there?
How many ones are there?
How would you write that?

Connect the Numbers

Can you write the numbers that are represented here?

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

This activity addresses a common misconception; children reverse the tens and ones digits and read the number incorrectly. Use this as a teaching point.

Children could write the number into a place value grid, point to each digit as if they were reading across a page or use arrow cards or equipment to represent the number.

What do you think the number says?

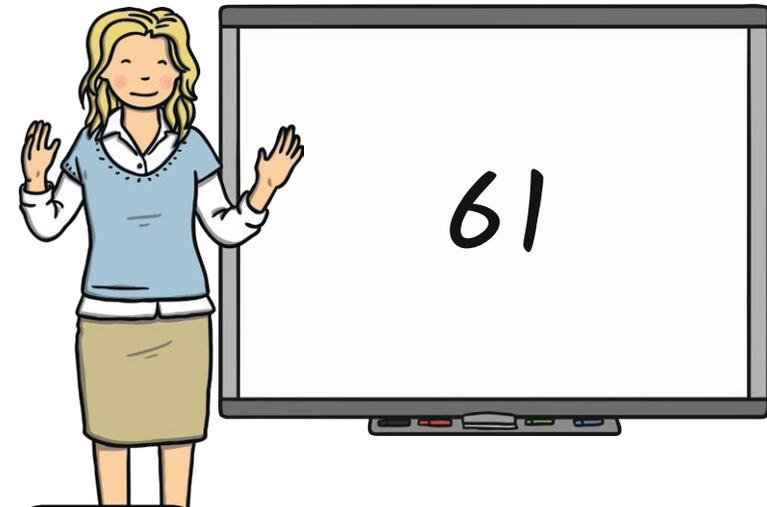Can you find the number on a hundred square?

How will you know where to find the number? Can you explain why?

Which child is right? What mistake has the other girl made?

Connect the Numbers

The teacher writes a number on the board. She asks the children to read the number aloud.

61

It says sixty-one.

It says sixteen.

Who is right? Explain.

Write a number for a friend. Can they read it and find a way to represent it?

Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children could have a hundred square or number line to 100 to help with this activity.

Is Harry's number bigger than 80? How do you know?
What is it smaller than?
What numbers are between 80 and 90?
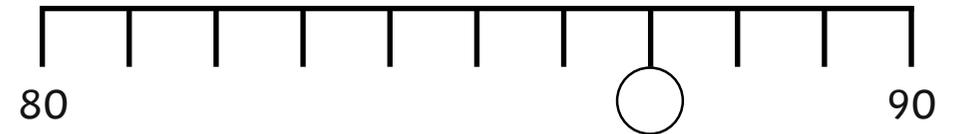How can we find out which of those Harry is thinking of?

Is Raj's number bigger or smaller than Harry's? How do you know?
What two numbers does Raj's number lie between?

Connect the Numbers

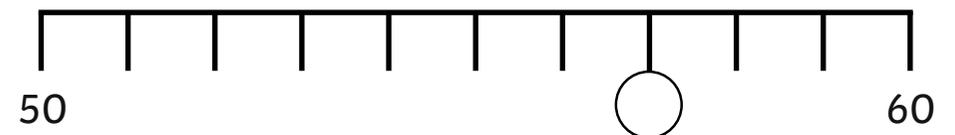Harry has thought of a number and circled it on the number line.

80 |‎—|—|—|—|—|—|—Ⓞ—|—| 90

What number is he thinking of?

Can you explain?

Now it is Raj's turn.

50 |—|—|—|—|—|—Ⓞ—|—|—| 60

What number is he thinking of? Prove it!