Day 46 · Put numbers where they belong

Try: “Where would this number go?”

Adult teaching purpose: Order/represent three-digit numbers using place value and a number line. AC9M2N01 partial; reach1000 in an optional reviewed extension.

1 · Prepare and invite. Prepare ordinary fictional locker labels305,350,503,530 and a labelled line300→600 with equal100-intervals, plus the blank number-strip aid. These are labels used as numerical ordering models, not actual school lockers. Check recognition/counting prerequisites; use a smaller related value range for teaching if needed and name its narrower scope. Broad cards or read-aloud direction can replace handling.

2 · Model a different small example. Model unrelated numbers214 and241 using two hundreds, then compare tens before ones. Place214 between200 and300, closer to200;241 later on the same line. State that reading the whole numeral matters: zero records no units of that place, not removal of that position. Do not present350 as “three and five”.

3 · Guide one attempt. Compare305 and350 together: both have3 hundreds;0 tens versus5 tens decides their order. Add503 and530; compare hundreds first, then tens. Match each numeral to a named location on the line using labelled intervals; physically equal positions represent equal numerical intervals, not equal written-digit width.

4 · Your own useful turn. Child chooses three ordinary library-label numbers408,480,804 and orders them with a drawn/directed/typed line or place-value representation. Label enough reference values to make their positions meaningful. Optional extension locates990 and1000 on a990→1000 one-unit strip; include1000 as ten hundreds, not a three-digit numeral. A source numeral alone does not establish physical block construction.

5 · Observe and record. Keep the actual choice, representation, method and meaning before a correction. Distinguish a source fact, child decision, adult reading/scribing/handling and mathematical hint. Observe whole-number magnitude, place labels and justified line placement. If ordering by largest visible digit, contrast192 and219 with named hundreds using a new model. If zero disappears, compare407 and470. If secure, ask where another number between two references belongs and why. Record whether line scale/representation was supplied or chosen, separately from access support.

6 · Teach next and revisit. Choose just the applicable next teaching in step5, on a different ordinary source; then offer a new question after an actual interval. Record what happened rather than completing all branches. Read the three participation choices (../ROUTES.md#day-46); parent offer (../family/home-46.md) is optional. A short useful attempt can replace a long sheet. Full source/rights and curriculum evidence stay in the adult mapping (../curriculum/MAPPING.md) and notice (../legal/NOTICE.md).

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