

# Master Ordering Number Representations to 20 A

## Rationale

In this practical step, pupils build on their understanding of comparing numbers to order numbers to 20, represented by concrete apparatus. They will order three numbers from smallest to greatest and greatest to smallest.

They will use the vocabulary 'smallest' and 'greatest' in their ordering.

*Pupils will need access to concrete apparatus, such as Dienes, to complete this practical step.*



## Key Stem Sentences

- \_\_\_ has more / fewer tens / ones than \_\_\_ and \_\_\_
- \_\_\_ has the most / least ones.
- \_\_\_ is the smallest / greatest.
- The smallest / greatest number is \_\_\_



## Key Vocabulary

- order
- smallest / greatest
- most / least
- more / fewer



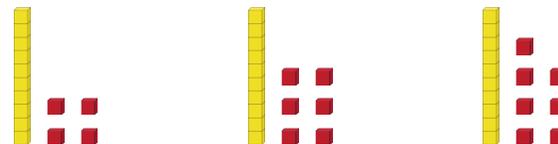
## Common Errors or Misconceptions

- Pupils may think that the number with the most ones is always the greatest. For example, 18 is greater than 20



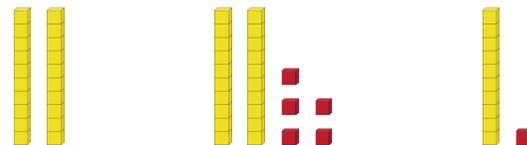
## Key Representations

### Dienes



14 has fewer ones than 16 and 17. 14 has the least ones. 14 is the smallest.

17 has more ones than 14 and 16. 17 has the most ones. 17 is the greatest.



20 has more tens than 15 and 11

15 has more ones than 11

The greatest number is 20 and the smallest number is 11



## Pupils will FLOURISH if they can...

- identify which number is the smallest and which is the greatest.
- order three numbers to 20, represented by concrete apparatus, from smallest to greatest and greatest to smallest.
- explain their understanding using verbal sentences and concrete apparatus.

