

# Master Comparing Number Representations to 100 A

## Rationale

In this practical step, pupils build on their understanding of numbers to 100. They will draw on their understanding of comparing numbers to 20 to compare numbers to 100, represented by concrete apparatus. Pupils will continue to use the vocabulary 'greater than', 'less than', and 'equal to' in their comparisons.

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



## Key Stem Sentences

- They each have \_\_\_ hundred / tens / ones.
- \_\_\_ has \_\_\_ / has no \_\_\_ hundreds / tens / ones.
- \_\_\_ has more / fewer tens / ones than \_\_\_
- \_\_\_ is greater than / less than / equal to \_\_\_



## Key Vocabulary

- compare
- fewer
- more
- greater than / less than / equal to



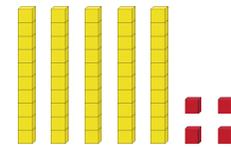
## Common Errors or Misconceptions

- Pupils may not be secure identifying 100s, 10s and 1s in the correct order.
- Pupils may not yet be secure with place value, for example identifying 35 as greater than 40, because there are more Dienes pieces in 35



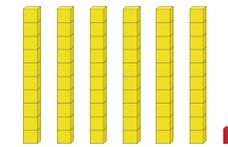
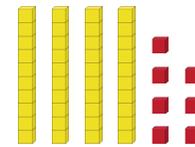
## Key Representations

### Dienes



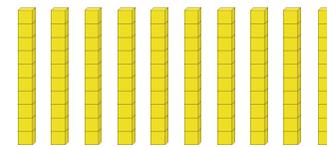
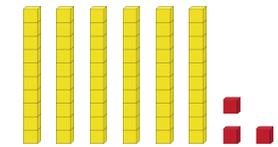
54 has 5 tens. 47 has 4 tens.

54 has more tens than 47. 54 is greater than 47



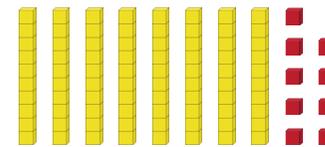
They each have 6 tens. 61 has 1 one and 63 has 3 ones.

61 has fewer ones than 63. 61 is less than 63



100 has 1 hundred. 89 has no hundreds.

100 is greater than 89



## Pupils will FLOURISH if they can...

- identify whether a number to 100, represented by concrete apparatus, is greater than, less than or equal to another number.
- explain their understanding using verbal sentences and concrete apparatus.

