

**Teacher**

Today for the first half of maths we will be looking at place value including numbers above one million. Who knows what place value is? What do we use place value for? Matthew?

**Student 1**

To see how much the number values.

**Teacher**

Yes.

**Student 2**

How big it is.

**Teacher**

How big it is, yes.

**Student 3**

How many digits.

**Teacher**

How much, sorry?

**Student 3**

Digits.

**Teacher**

Digits, yeah. Anything else?

**Student 4**

How much it's worth.

**Teacher**

How much it's worth. The last one? [00:46]. All right. So here is my place value chart. So you can tell that it starts with the millions, and goes all the way through to the ones.

All right. So at the top I've written some numbers in words. Can someone read that out for me? Yeah.

**Student 5**

Three million four hundred and twenty two thousand nine hundred and sixty four dollars.

**Teacher**

Okay. So what we're going to do, we're going to work together and try and put this into the place value chart. So where do you think we will begin? So do you think we'll start at this end or start at the far end? Sophie?

**Student 1**

[Inaudible ]

**Teacher**

The far end. All right. So how many millions, by reading the sentence at the top, how many millions do we have, Liam?

**Student 2**

Three.

**Teacher**

Three? So we'll write three in there. So three millions. And how many hundred thousands do we have? Yeah, Kevin?

**Student 3**

Four.

**Teacher**

Four, yes. Do we all agree, four?

**Group**

Yeah.

[Overspeak 02:28]

**Teacher**

So we have four there. How many tens of thousands? Yes?

**Student 4**

[02:51].

**Teacher**

Close.

**Student 6**

Two.

**Teacher**

Two. We have two tens of thousands. How many thousands? So three million four hundred and twenty – Kevin? Two. Again, twenty two thousand. How many hundreds, Josie?

**Student 4**

Nine.

**Teacher**

Nine hundred. And how many tens? Sophia?

**Student 1**

Sixty.

**Teacher**

Close. Shorten it down a little bit. Pardon?

**Student 2**

Six.

**Teacher**

Six, perfect. Six – how many ones? [Conna – 03:30]?

**Student 5**

Four.

**Teacher**

Four. All right. So can someone read my final number out for me? Georgia?

**Student 6**

Three million four hundred and twenty two thousand nine hundred and sixty four.

**Teacher**

Perfect. All right. What about this number down at the bottom? Can you all see that? Is it hard? What about someone down the front, can you read it out for me? Sam?

**Student 7**

Four million seven – seventy five thousand...

**Teacher**

Just read the numbers out individually. So what's this first number?

**Student 7**

Four million.

**Teacher**

Yeah. Next number?

**Student 7**

Seven hundred thousand.

**Teacher**

Next number?

**Student 7**

Thirty thousand – one thousand nine hundred thirty seven.

**Teacher**

All right. And what joins those numbers, what symbol? Yeah, an addition sign. All right. So we're going to work together and put that in our place value chart now. So what should we start with? [Yassouri 04:39]?

**Student 8**

Four million.

**Teacher**

Four million?

**Student 9**

Can we go [04:45]?

**Teacher**

What's the next one? How many hundred thousands do we have? Tristan?

**Student 9**

Seven.

**Teacher**

Seven. How many ten thousands? Yeah, Sally?

**Student 10**

Five.

**Teacher**

Five, yes. And how many thousands? Sophie?

**Student 1**

One.

**Teacher**

One. How many hundreds, Joycie?

**Student 10**

Nine.

**Teacher**

Nine. And how many tens? [Bonan 05:27]?

**Student 11**

Three.

**Teacher**

Three. And how many ones? Andrew?

**Student 12**

Seven.

**Teacher**

Seven. Who can read that final number out for me now. Sarah?

**Student 13**

Four million seven hundred and fifty one thousand nine hundred and thirty seven.

**Teacher**

Well done. All right. I want you to open your [assigned 05:50] course maths book and start completing page 16 and 17. So it's pretty much all that we've just done on the board. If you do complete those pages early you can grab your laptops and in the outbox there are some extra questions for you, some fun problem-solving questions.

**Student 1**

What page?

**Teacher**

Page 15 and 16. I'll write it on the board for you.

**Student 2**

Is it 15?

**Teacher**

Page 15 and 16. If you have any questions just raise your hand and I'll come and help you. So the first question involves the words like my first example.

We're just working on pages 15 and 16. If you need anything raise your hand and I'll come and help you.

**Group**

(Whispering)

**Teacher**

We've just had a question. Someone's up to question three, and they've asked what 'ascending means.' Can anyone help them out? Liam?

**Student 2**

Numbers going up.

**Teacher**

Yeah.

**Student 2**

It means numbers going up and...

**Teacher**

So where do we start? With the higher number...?

**Student 2**

Lower numbers going up.

**Teacher**

Yeah. So we start with the lower and we move to the higher numbers.

**End of recording**