Tens and Ones

Adult Guidance with Question Prompts

Children represent numbers up to 50, using practical equipment. This could be photographed. They count and use objects and pictures which have been grouped into tens and ones.

In 42, which digit shows number of tens?

In 42, which digit shows number of ones?

How many ones are there in one (two/three/four/five) ten?

Describe how 42 has been represented in different ways.

Can you use drawings to represent these three numbers?

Why have you chosen that drawing?

Can you use equipment from the classroom?

What equipment will you choose? Why?
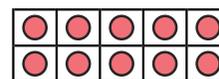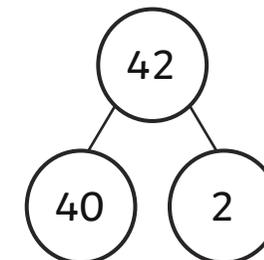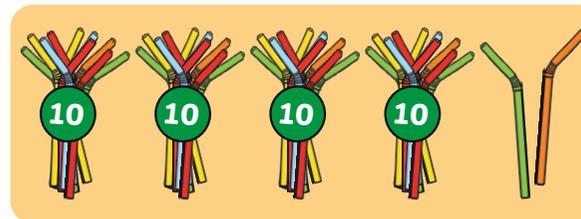
How many tens are there in 28?

How many ones are there in 35?

Can you write the number which has three tens and four ones? (Repeat and change the number.)
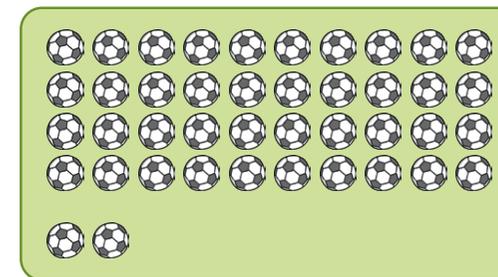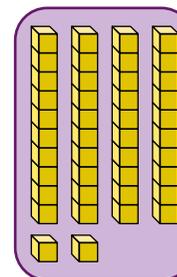
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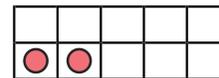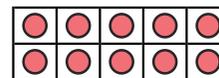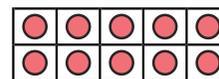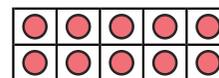Here are different ways to show 42.

42

40   2

4 tens 2 ones

42

How many different ways can you show?

28   35   49

Tens and Ones

Adult Guidance with Question Prompts

Children develop their understanding of the place value of numbers up to 50, using part-whole models. They use their ability to recognise how many tens and ones are in a number, deducing whether part-whole models represent the numbers given.

How many tens are there in 43?

How many ones are there in 22?

Which score has the highest number of tens?

Which score has the highest number of ones?

Which part-whole models are correct?

Prove it with equipment.

Which part-whole models are wrong? Explain why?

Why do you think this part-whole model isn't right? (point to Rose and Yasmin)

What would you need to do to make it right?

Can you draw a different part-whole model for Bobby's model?

Can you draw a different part-whole model for Greg's model?

Tens and Ones

Here are the scores at the end of Sports Day:
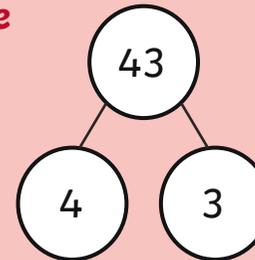
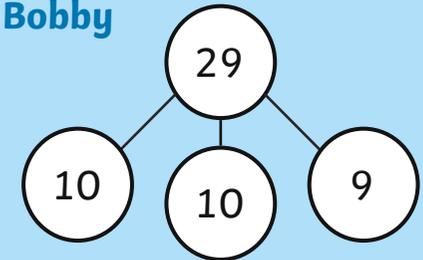**Red** Team – 43 points   **Blue** Team - 29 points

Green Team – 36 points   **Yellow** Team – 22 points

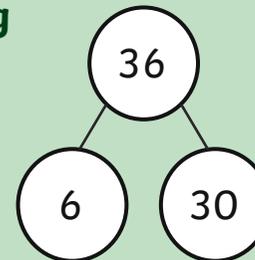Children draw part-whole models of their team's score.

Rose
43
4   3

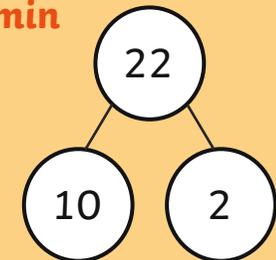**Bobby**
29
10   10   9

Greg
36
6   30

Yasmin
22
10   2

Are they correct?

Draw your own part-whole models for any which are wrong.

Tens and Ones

Adult Guidance with Question Prompts

Children develop their understanding of the place value of numbers up to 50, using base ten equipment. They solve a problem involving tens and ones, with multiple possible answers.

Can you show how to make Rob's team's score using base ten equipment?

How many points did Billy's team score? How do you know?

Could Gavin's team have scored 48 points? How do you know?

Could Gavin's team have scored 34 points? How do you know?

Can you show the points you said Gavin's team scored in 3 different ways?

Make (insert a two-digit number less than 50) using base ten equipment.

I have a number less than 50, it has more tens than ones. What number could it be?

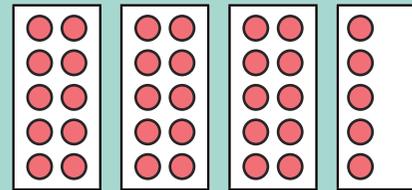**I have a number less than 50, it has more ones than tens. What number could it be?**

Tens and Ones

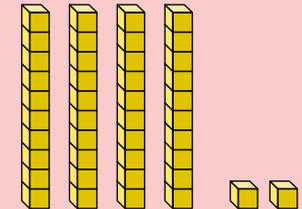> My team had more points than Billy's team and less than Ruby's.

Gavin

Billy's team scored:

Ruby's team scored:

Write 2 different points Gavin's team could have scored:

[ ] **points**   [ ] **points**