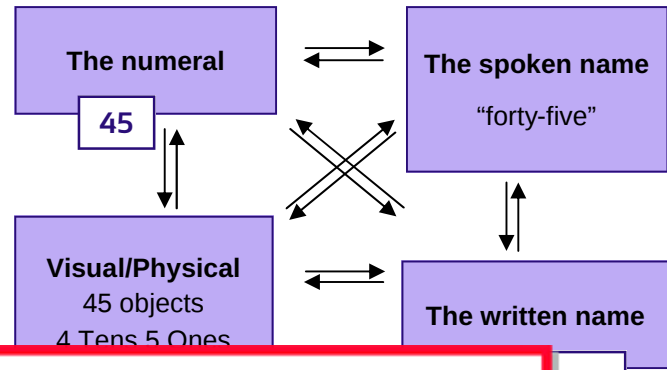


Teaching Strategies - Ten and Ones to 99

The tens and ones

At this stage, students should be able to:

- read or write the numeral (the written symbol "45")
- recognize or say the spoken name
- show the number using manipulatives (concrete materials)
- read and write the written name (note that correct



Establish

Talk about them and

Put a plac

Count out one by one together a time another

Pause at that's call

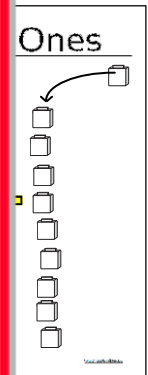
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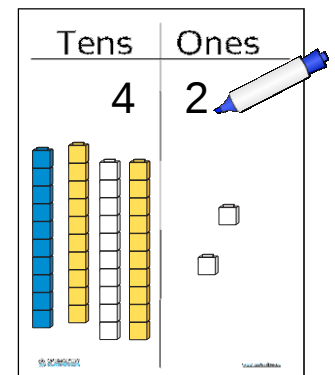


Writing the number

A numeral (written symbol) written in this place tells how many bundles of ten there are. (Write on a laminated Tens and Ones chart with erasable markers).

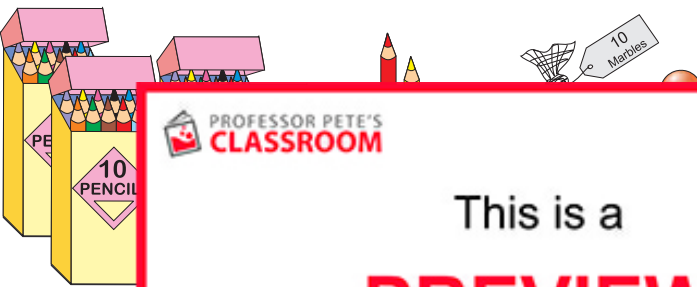
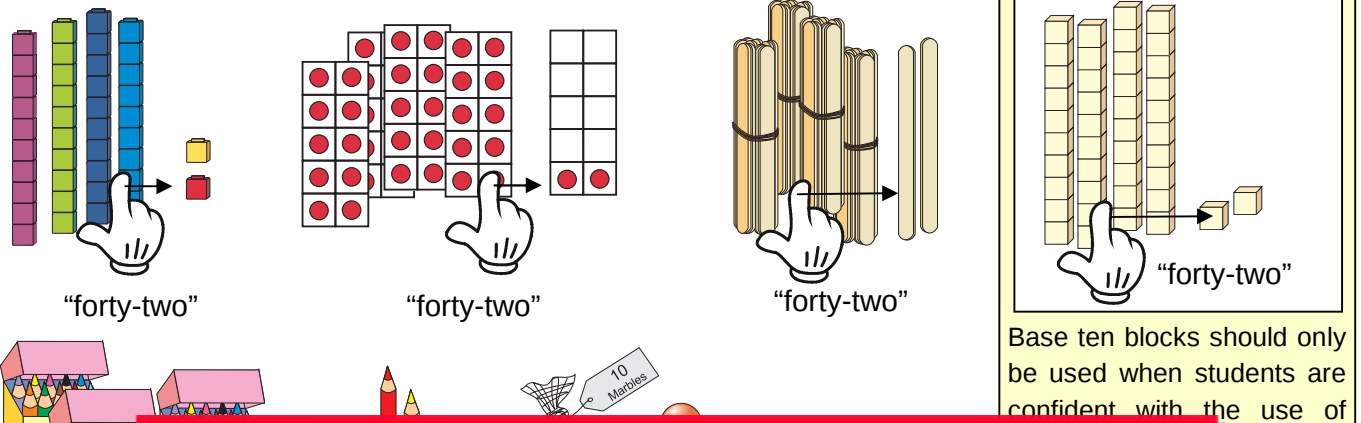
Avoid teen numbers at this stage.

Have students count and say the tens first, then the ones.



Use different manipulatives:

Repeat this using different materials as students need to understand that a number can be represented in different ways.



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Extended

Have students

- show
- write
- say
- write
- count forwards and backwards with the manipulatives. Pay particular attention to the “changeover” at each new ten: have students bundle and unbundle the sticks so that they see what is happening at each new decade.
- once students are confident with the Tens and Ones places, remove the place value chart and rearrange the manipulatives so that the places are no longer in order. The students can then place the sticks onto the chart, and eventually, not use the chart at all.

Introduce numbers with 0 Ones.

Stress the importance of the zeros holding the ones place.

Re-introduce the “teen” numbers:

These numbers always cause confusion as the ten is spoken as “teen” is said after the ones, the opposite to all the other two-digit tens and ones numbers. Spend extra time revising these with the other two-digit numbers 20 to 99. Some students may confuse numbers such as “sixty” and “sixteen”. Ask the students to listen carefully and emphasize the difference between similar number names.

Tens

Ones



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