

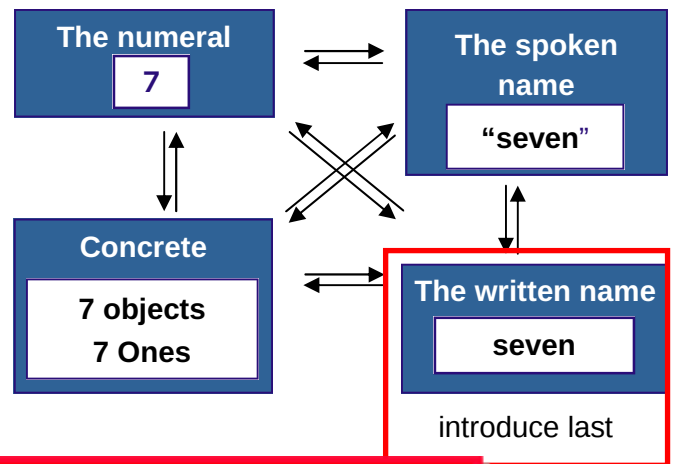
EASY PLACE VALUE

Steps to teaching numbers to 99

Start with the ones only

The main aim is for students to be able to:

- read and write each numeral (e.g., the written symbol “7”)
- recognize and say the spoken name
- show the number using manipulatives (concrete materials)
- read and write the written name (correct spelling may take longer to develop)



1. Initially

- Use ten frames to help students subitize numbers 0-10 in both pairs and rows arrangements
- Introduce the spoken name of the number
- Introduce the numeral

2. Extend

- Use ten frames to help students subitize numbers 0-20 in both pairs and rows arrangements
- Use the ten frames gadget to help students subitize numbers 0-20 in both pairs and rows arrangements
- Talk about ten being an especially important number
- Explain that when the ten frame is full it moves to the left and a new ten frame is started
- Begin the focus on a teen number such as 16 being 1 ten and 6 ones : sixteen. Explain that “teen” refers to the single ten.
- Use ten frames with hands-on and written activities
- Introduce the written form of the word for the teen numbers. Learning to spell correctly number names (e.g., “fourteen”) can occur some time after being able to read the written symbolic form (14)

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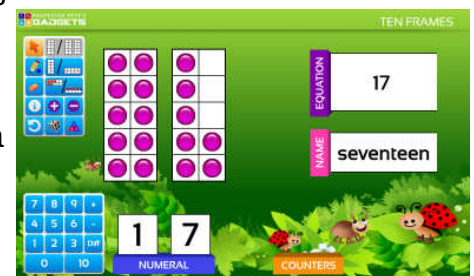
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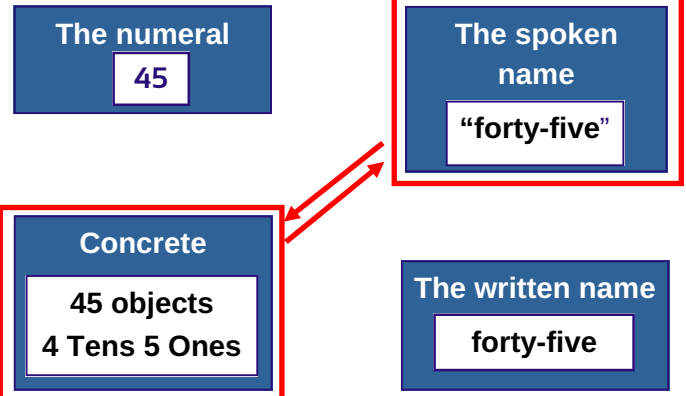
written



3. Count with numbers to 99: (or 100 - many students will want to get to "the end")

- Use Unifix cubes or bundling sticks to assist using a Tens & Ones chart
- Count forwards starting from any number, there is no need for written numeral at this stage
- Point out that "ten" is an important number; each time we reach another ten, another collection of ten is made
- Count
- symbol
- Note th
- 10 one
- again
- Leave
- blocks
- action
- Use th
- Numer
- forward
- Whilst
- not exp
- it in a counting pattern, with visual prompts of counters or cubes
- The *Easy Place Value Gadget* allows students to count using base ten blocks as the program visually groups and ungroups on-screen

EASY PLACE VALUE

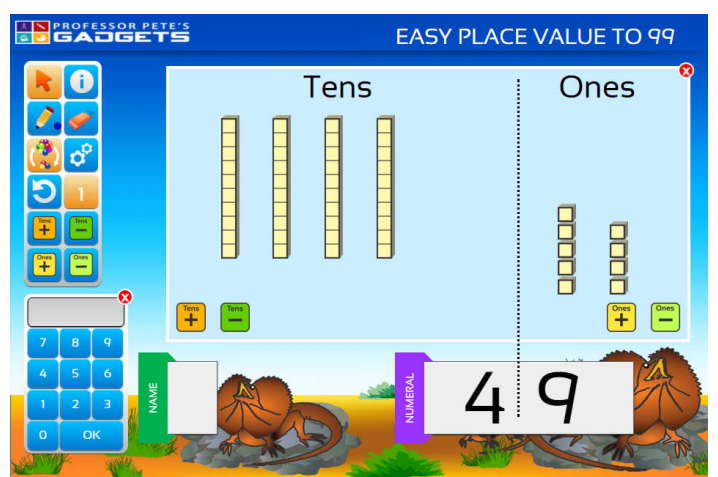
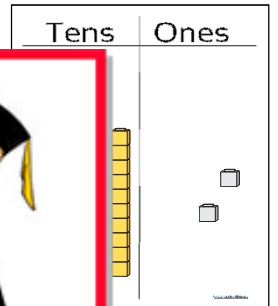


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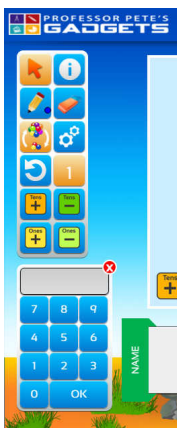
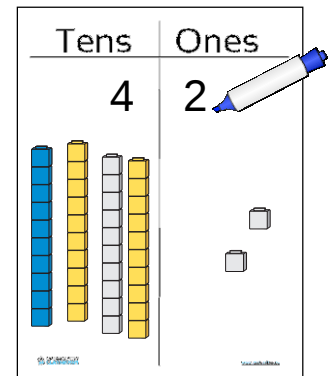
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EASY PLACE VALUE

4. Read and Write numbers 20 to 99:

- Use physical Unifix cubes on a Tens & Ones chart so students can handle the concrete resource materials
- Introduce tens with regular names first (40, 60, 70, 80, 90), without the ones
- Then introduce numbers with tens and ones, such as the numeral 42
- Then include the tens with irregular names: 30, 50, and 20 (e.g., **Thirty** is not **threety**)
- Do not mix teen numbers in with the 20 to 99 numbers at this stage
- Use the **Easy Place Value Gadget** to display the numeral, spoken name
- Student



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Spoken name
"thirty-two"

Written name
thirty-two

Produce last

5. Re-introduce the "teen" numbers:

- These numbers always cause confusion as the ten is spoken as "teen" and 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.

6. "Eleven" and "twelve" present even more issues:

- In English, these two numbers have unique names that give no indication of the structure of the number. Students will need extra help to see eleven and twelve as one ten plus one or two ones, rather than unique numbers made up of 12 ones or 11 ones.