

Reading and Writing Numbers to 99

This activity focuses on the use of bundling sticks to show numbers to 99.

Prerequisite: If you have not already introduced the numbers to 99 using Unifix cubes or similar, see *Reading and Writing Numbers 20-99 Unifix*, first and *Reading and Writing Teen Numbers Unifix*. It is recommended that you follow those lesson plans before using this one, or to use the steps shown there on this plan with bundling sticks, rather than starting first on this activity.

The Tens place should be introduced in 3 phases:

- numbers 20-99
- the teen numbers
- spelling of the written name

1. Review Easy Place Value

- Use number cards

2. Show the number

- This activity is done on a screen or a physical board.
- Use real bundling sticks or screen or physical board.
- Put a ten bundle in the tens place and the deuce bundle in the ones place.
- Put out the number cards.
- Ask: How many tens? How many ones?



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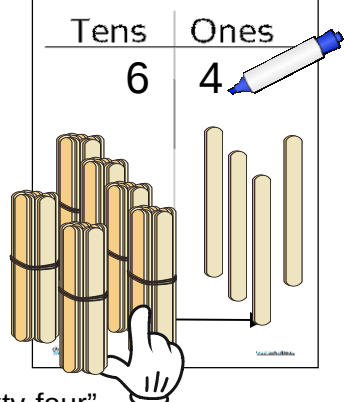


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- Point to the six tens "sixty" then slide across to the ones, "sixty- four"
- Say and write: *We write the 6 tens here and the 4 ones here*
- Say: *Let's count on from here* (placing extra single sticks as you go). 65, 67, 68, 69... then place the last one making 10 ones there.
- Remind students: *What happens when we get 10 ones?* Another group of ten that moves to the tens place.
- Ask: *How many tens now? How many ones?*
- Say: *Write down the number shown now.* Use the provided Template 1 worksheet or their workbooks.
- Repeat with other numbers, remembering to leave the teens till later after establishing the numbers 20 to 99.

| | Ones |
|--|------|
| | |

| Tens | Ones |
|------|------|
| 6 | 4 |

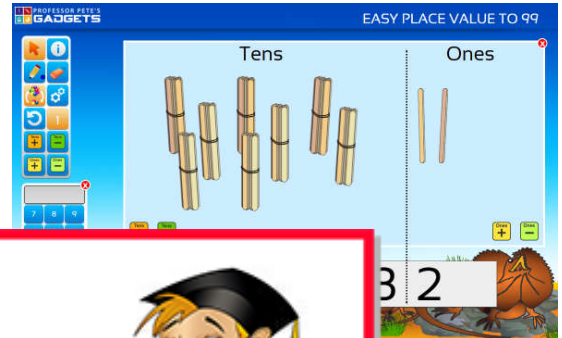
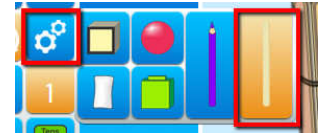


"sixty-four"

EASY PLACE VALUE

3. Using the Easy Place Value Gadget

- Repeat the lesson, selecting bundling sticks on-screen
- Revise the teen numbers and emphasise the “teen” and the “ty” in various selected numbers
- Enter numbers such as 82, 36, 91, 50, 15, 36
- Enter numbers like 49 and add one more. Watch the animation as 10 ones regroup into another ten, and note the changing of values in the tens and ones places.
- Count backwards
- Have s





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Tens

Ones



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