



Tens & Ones Place Value

LEARNING GOAL

Compose and decompose two-digit numbers into tens and ones and connect models to written notation.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Compose and decompose two-digit numbers into tens and ones and connect models to written notation.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Ten

Use it in your own sentence or explanation.

One

Use it in your own sentence or explanation.

Digit

Use it in your own sentence or explanation.

Place Value

Use it in your own sentence or explanation.

Compose

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to place value and base ten.

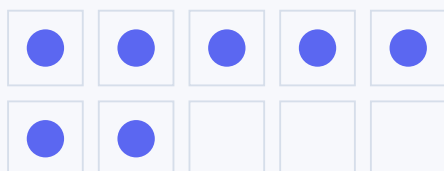
1

Ten ones can be regrouped as one ten.

2

In 43, the 4 represents four tens and the 3 represents three ones.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Try it together

MATHEMATICS

Adult: model the first item. Child: explain what you notice or how you know.

1 $34 = \underline{\quad}$ tens and $\underline{\quad}$ ones.

2 $6 \text{ tens} + 2 \text{ ones} = \underline{\quad}$.

3 Draw tens and ones for 48.

4 Which has more tens: 39 or 42?

Work carefully. Draw, mark, build or write when that helps your thinking.

1 $34 = \underline{\quad}$ tens and $\underline{\quad}$ ones.

2 $6 \text{ tens} + 2 \text{ ones} = \underline{\quad}$.

3 Draw tens and ones for 48.

4 Which has more tens: 39 or 42?

5 Make 53 in two ways using tens and ones.

SHOW YOUR THINKING

Use the idea in a new way

MATHEMATICS

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Draw tens and ones for 48.

2 Which has more tens: 39 or 42?

3 Make 53 in two ways using tens and ones.

4 Why can 53 also be described as 4 tens and 13 ones?

5 $34 = \underline{\quad}$ tens and $\underline{\quad}$ ones.

SHOW YOUR THINKING

Talk 1 Make 53 in two ways using tens and ones.

Talk 2 Why can 53 also be described as 4 tens and 13 ones?

Talk 3 What strategy, clue or observation helped you most with place value and base ten?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Bundle straws into groups of ten. Make a two-digit number, then exchange one bundle for ten single straws and notice the total is unchanged.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a place-value robot: tens go on one side, ones on the other. Label a number it represents.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

- 1 Make 53 in two ways using tens and ones.
- 2 Why can 53 also be described as 4 tens and 13 ones?
- 3 Create one new example that would help another Grade 1 learner practise place value and base ten.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- 5 tens 3 ones; 53.
- Regrouping one ten creates ten ones without changing the total.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.