Homework/Extension
Step 3: Tens and Ones 1

National Curriculum Objectives:

Mathematics Year 2: (2N2a) Read and write numbers to at least 100 in numerals and in words
Mathematics Year 2: (2N3) Recognise the place value of each digit in a two-digit number (tens and ones)
Mathematics Year 2: (2N4) Identify, represent and estimate numbers using different representations, including the number line
Mathematics Year 2: (2N6) Use place value and number facts to solve problems

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Circle the options that show the given number when partitioning 2-digit numbers up to 99 using pictorial representations.
Expected Circle the options that show the given number when partitioning 2-digit numbers up to 99 using pictorial representations and numerals.
Greater Depth Circle the options that show the given number when partitioning 2-digit numbers up to 99 using mixed manipulatives. Numbers given in numerals and words.

Questions 2, 5 and 8 (Varied Fluency)
Developing Match the partitioned pairs to make the given 2-digit number up to 99. Numbers shown using pictorial representations only.
Expected Match the partitioned pairs to make the given 2-digit number up to 99. Numbers shown using pictorial representations and numerals.
Greater Depth Match the partitioned pairs to make the given 2-digit number up to 99 using mixed manipulatives. Numbers given in numerals and words.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Explain who is correct using knowledge of partitioning 2-digit numbers up to 99 using pictorial representations only.
Expected Explain who is correct using knowledge of partitioning 2-digit numbers up to 99 using pictorial representations and numerals.
Greater Depth Explain who is correct using knowledge of partitioning 2-digit numbers up to 99 using mixed manipulatives. Numbers given in numerals and words.
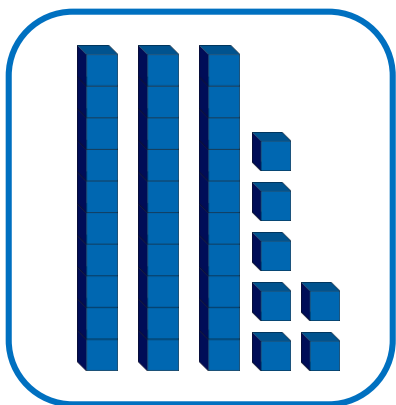
More Year 2 Place Value resources.

Did you like this resource? Don't forget to review it on our website.

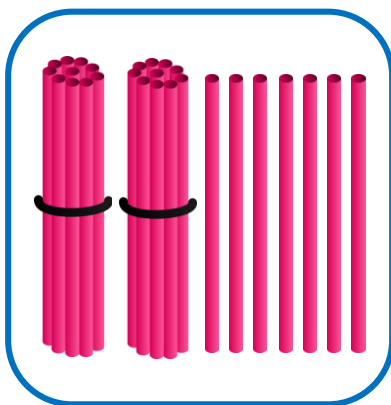Homework/Extension – Tens and Ones 1 – Teaching Information

Tens and Ones 1

1. Circle the groups that show 37.

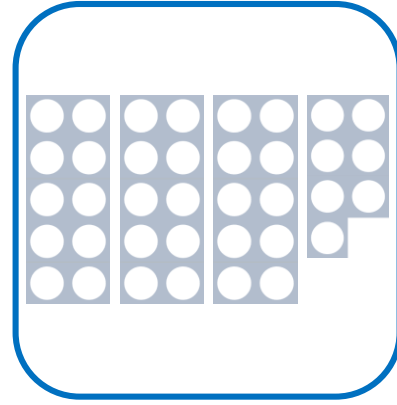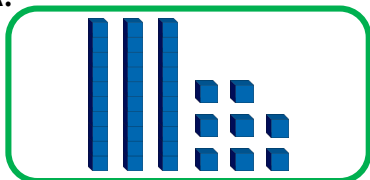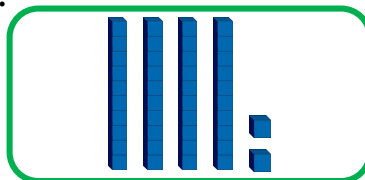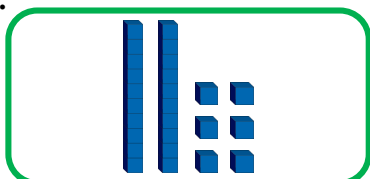A.

B.

C.

2. Match the pairs together to make 68.

A.

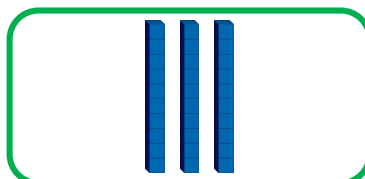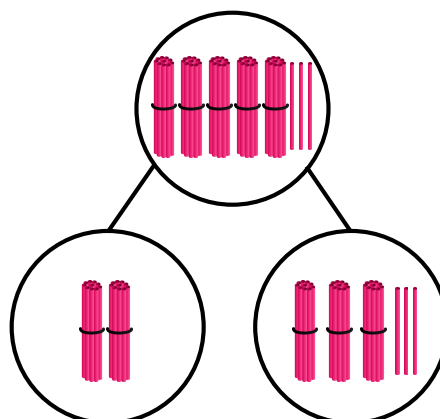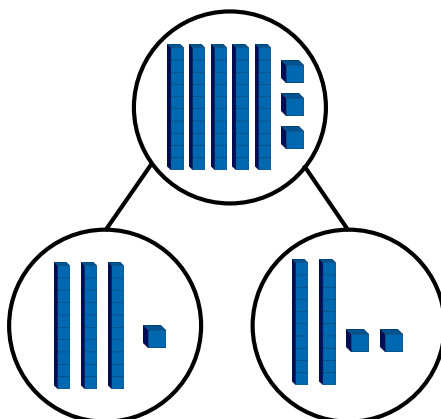B.

1.

2.

3. Hayden and Cassie are making the number 53.

Hayden

Cassie

Who is correct? Explain your answer.

Tens and Ones 1
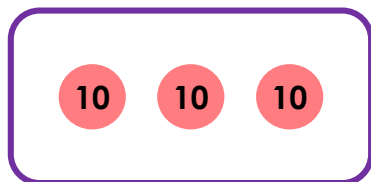
4. Circle the groups that show 64.

A.

B.
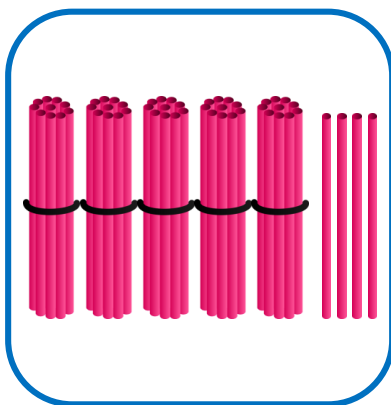
C.

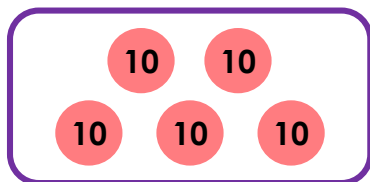$$6 \text{ tens and } 4 \text{ ones}$$

5. Match the pairs together to make 63.

A.

10 10 10

B.

10 10
10 10 10

C.

2 tens

1.

13 ones
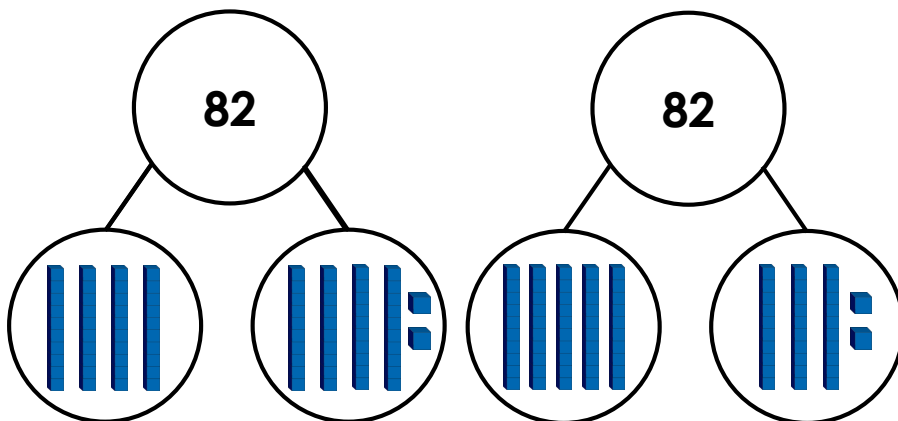
2.

10 10 1
10 10 1 1

3.

10 1 1
10 10 1
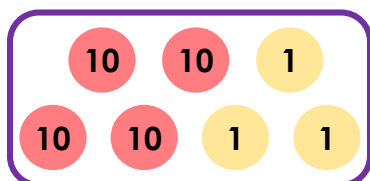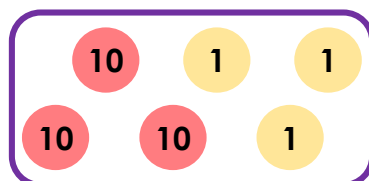
6. Rex and Selina are making the number 82.

82

82

Rex

Selina

Who is correct? Explain your answer.
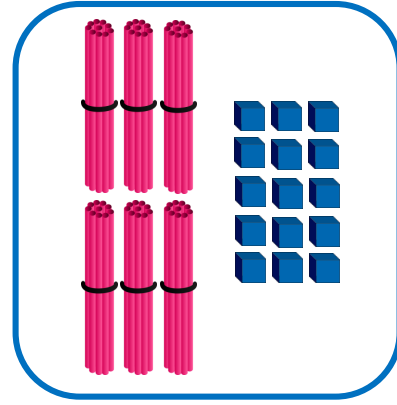
Tens and Ones 1

7. Circle the groups that show 75.

A.

10	1
10	1
10	1
10	1
	1
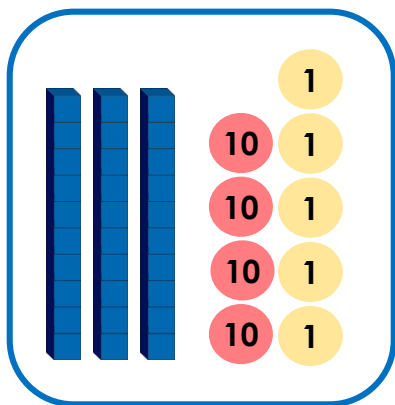
B.

five tens and thirty-five ones

C.

8. Match the pairs together to make 62.

A.

B.

three tens

C.

1.

| 10 |
| 10 | 10 |
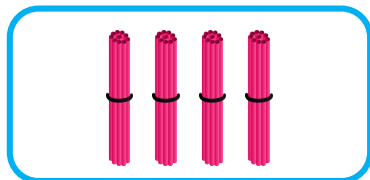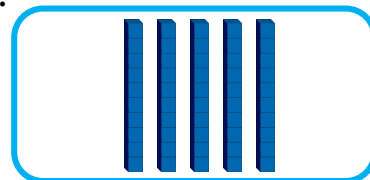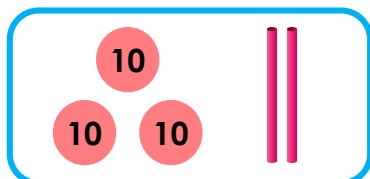
2.

12 ones

3.

twenty-two ones

9. Rodrigo and Keely are making the number 86.

Rodrigo

eighty-six

| 10 |
| 10 | 10 |

eighty-six

1	1	1
1	1	1
1	1	1
1	1	1
1		

Keely

Who is correct? Explain your answer.

Developing
1. A and C
2. A and 2; B and 1
3. They are both correct because Hayden has 3 tens & 1 one and 2 tens & 2 ones; Cassie has 2 tens and 3 ten & 3 ones.

Expected
4. A and C
5. A and 3; B and 1; C and 2
6. They are both correct because Rex has 4 tens and 4 tens & 2 ones; Selina has 5 tens and 3 tens & 2 ones.

Greater Depth
7. A and C
8. A and 3; B and 1; C and 2
9. Keely is correct because she has 16 ones and 7 tens. Rodrigo has only shown 68 using the counting equipment.