

Tens and ones

Teacher guide | choose support, core or challenge

Connect a group of ten objects to one ten, then combine tens and remaining ones to name a two-digit number. Include zero ones so children see that the place still matters.

Prepare

Use counters or base-ten materials for number work; use same-sized paper bars for fractions. Print at Actual size on A4 paper. The original two-page resource is included at the end of this pack.

Teach and discuss

Model one example, ask the learner to explain a choice, then give time for independent or paired practice. These are options within a lesson, not a requirement to finish every page.

Choose the level

Page 2 provides a supported starting point. Pages 5-6 contain the original core activity and teacher notes. Page 3 adds reasoning and challenge; use it when the underlying idea is understood.

Review

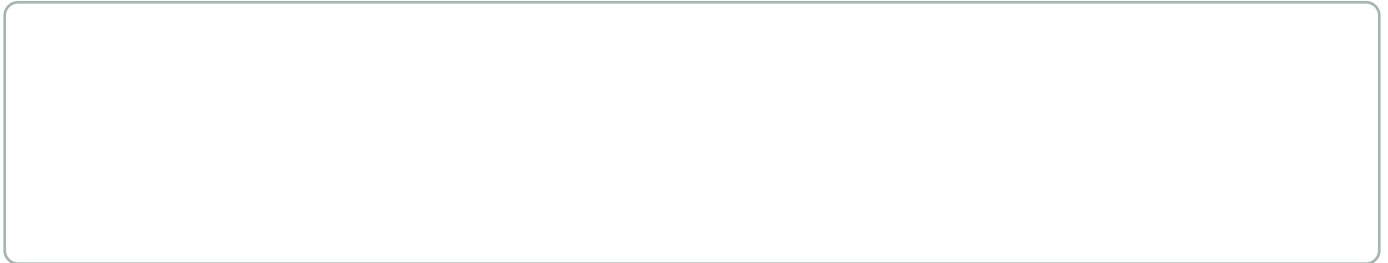
Use the answer notes on page 4 and ask for an explanation or model. Offer drawing, discussion and usual communication tools. Choose the level by understanding rather than a fixed label for the child.

Tens and ones

Supported activity | use materials and explain

Name: _____ Date: _____

1. Build 12 with tens and ones. Draw it.



2. Build 20. How many ones are left over?



3. Draw 1 ten and 5 ones. Write the number.



4. Which is greater: 12 or 21? Show both.



Tens and ones

Challenge activity | show your reasoning

Name: _____ Date: _____

1. Show 34 in two different ways using tens and ones.

2. Kai says 28 is greater than 82 because 8 is greater than 2. Explain.

3. A number has 5 tens and fewer than 4 ones. List all possibilities.

4. Use 4 and 7 once each to make two numbers. Find their difference.

Tens and ones

Teacher answers | accept other valid explanations

Supported activity

1. 1 ten and 2 ones.
2. 2 tens and 0 ones.
3. 15.
4. 21: it has 2 tens; 12 has 1 ten.

Challenge activity

1. 3 tens + 4 ones; 2 tens + 14 ones. Other equivalent partitions are valid.
2. 82 is greater: it has 8 tens, while 28 has 2 tens. Compare the places, not isolated digits.
3. 50, 51, 52, 53.
4. 47 and 74; difference 27.

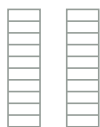
Tens and ones

Suggested: Years 1-2 | Pupil page

Read tens-and-ones drawings, partition numbers and explain a comparison.

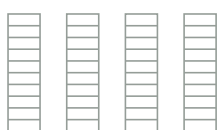
Name: _____ Date: _____

1. Each long rod represents ten. Each small dot represents one.



____ tens + ____ ones = ____

2. Each long rod represents ten. Each small dot represents one.



____ tens + ____ ones = ____

3. Each long rod represents ten. Each small dot represents one.



____ tens + ____ ones = ____

4. Write 63 as tens and ones.

5. Which is greater: 47 or 74? Explain using tens.

Tens and ones | Teacher notes

Suggested: Years 1-2 | Teacher page

Purpose and use

Read tens-and-ones drawings, partition numbers and explain a comparison.

Teaching notes

Use actual tens-and-ones materials if pupils need to connect the drawing to quantities. The rod is a representation, not a ruler.

Keep zero ones visible in language: four tens and zero ones.

Answers / suggested responses

2 tens + 4 ones = 24

4 tens + 0 ones = 40

1 ten + 7 ones = 17

6 tens and 3 ones.

74 is greater because it has 7 tens, while 47 has 4 tens.

Print and adapt

Print the pupil page only if you do not need these notes. Use A4 paper. Provide appropriate help, access tools or a spoken response where useful. Suggested year or grade ranges are starting points, not a statement of curriculum alignment.

Free for use and copying within your school, setting or family. Retain the website credit. Share the download link with other settings.