

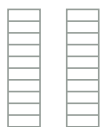
Tens and ones

Suggested: Years 1-2 | Pupil page

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

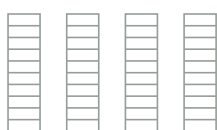
Name: _____ Date: _____

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.

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