

# Homework

## Groups of Tens and Ones

### National Curriculum Objectives:

Mathematics Year 1: (1N2a) Count, read and write numbers to 100 in numerals

Mathematics Year 1: (1N4) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Mathematics Year 1: (1N2c) Read and write numbers from 1 to 20 in numerals and words

### Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

**Developing** Identify all representations of a given number. Using number pieces, bead strings, ten frames and numerals.

**Expected** Identify all representations of a given number. Using Base 10, straws, number pieces and numbers written as words.

**Greater Depth** Identify all representations of a given number. Using Base 10 and place value counters in mixed arrangements, part-whole models, partitioning and numbers written as words.

Questions 2, 5 and 8 (Varied Fluency)

**Developing** Complete each representation to show a given number within 50. Using number pieces, bead strings, ten frames and numerals.

**Expected** Complete each representation to show a given number within 50. Using Base 10, straws, number pieces and numbers written as words.

**Greater Depth** Complete each representation to show a given number within 50. Using Base 10 in mixed arrangements, part-whole models, partitioning and numbers written as words.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

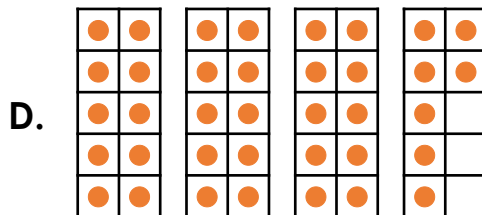
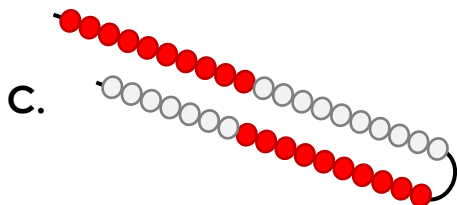
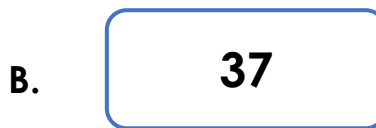
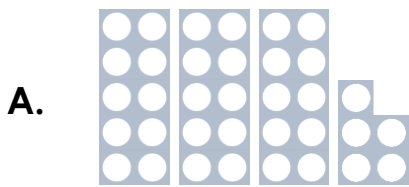
**Developing** Explain which statement is correct. Using bead strings and number pieces to represent numbers to 50.

**Expected** Explain which statement is correct. Using Base 10 and number pieces to represent numbers to 50.

**Greater Depth** Explain which statement is correct. Using place value counters with mixed arrangements and a part-whole model to represent numbers to 50.

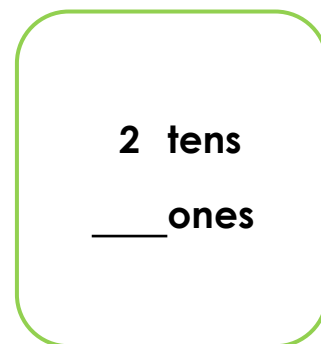
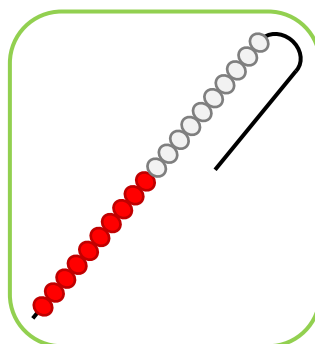
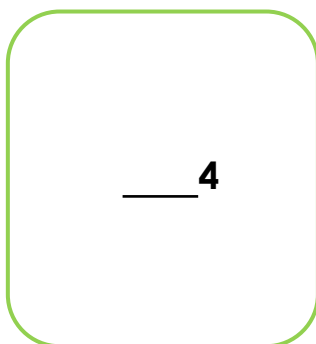
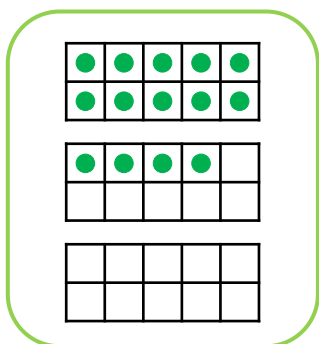
# Groups of Tens and Ones

1. Circle all the representations that show the number 37.



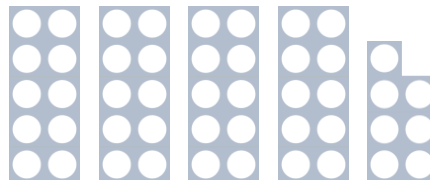
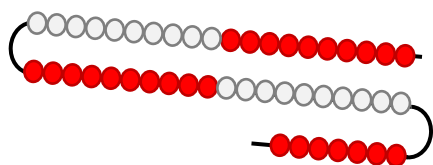
VF  
HW/Ext

2. Complete each box below to show different ways of representing the number 24.



VF  
HW/Ext

3. Ava and Max are representing a 2-digit number.

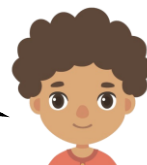


Ava says,



Both representations  
show 29.

Max says,



Both representations  
show 47.

Who is correct? Explain why.



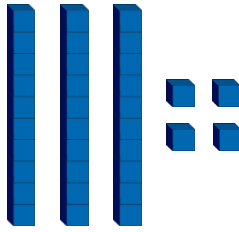
RPS  
HW/Ext

# Groups of Tens and Ones

4. Circle all the representations that show the number 34.

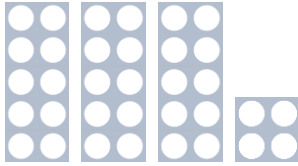
A. forty-three

B.



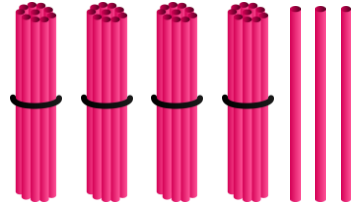
C. 3 tens and 4 ones

D.



E. thirty-four

F.

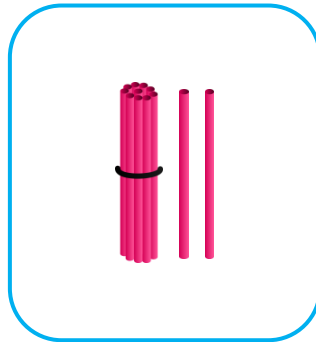


VF  
HW/Ext

5. Complete each box below to show different ways of representing the number 27.



2 tens  
\_\_\_\_ ones

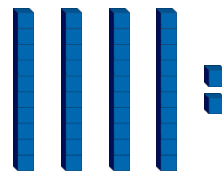
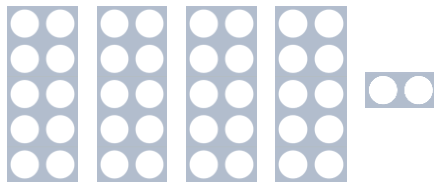


\_\_\_\_\_ -seven



VF  
HW/Ext

6. Jonah and Bella are representing a 2-digit number.



Jonah says,



Both representations  
show 42.

Bella says,



Both representations  
show 24.

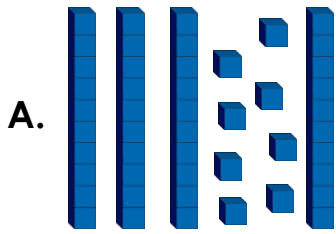
Who is correct? Explain why.



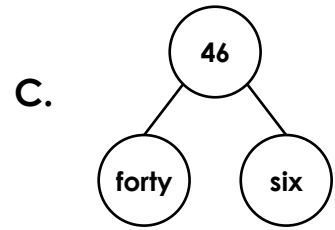
RPS  
HW/Ext

# Groups of Tens and Ones

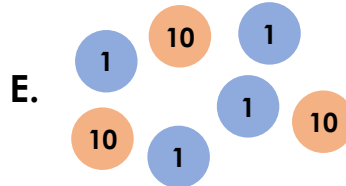
7. Circle all the representations that show the number 46.



B.  $40 + 6$



D. forty-six



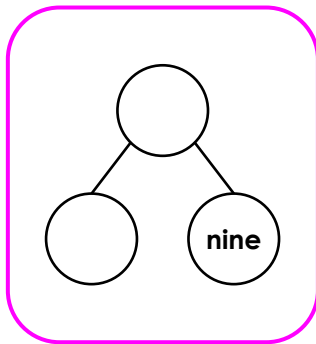
F. 4 tens and 6 ones



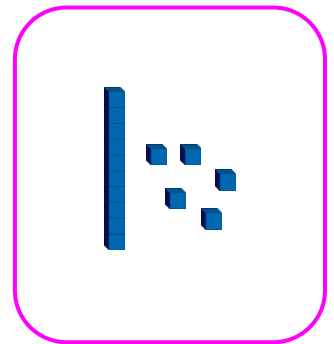
VF  
HW/Ext

8. Complete each box below to show different ways of representing the number 29.

\_\_\_ tens  
\_\_\_ ones

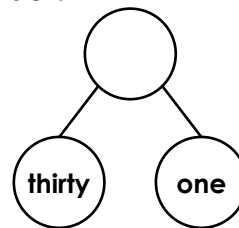
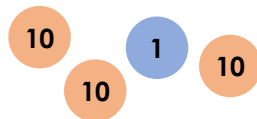


\_\_\_\_\_ -nine



VF  
HW/Ext

9. Ryan and Anita are representing a 2-digit number.



Ryan says,



Both representations show 13.

Anita says,



Both representations show 31.

Who is correct? Explain why.



RPS  
HW/Ext

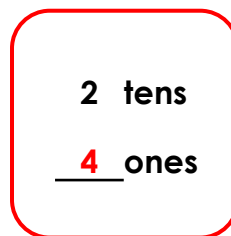
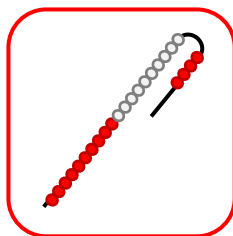
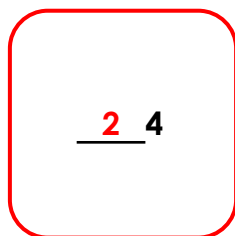
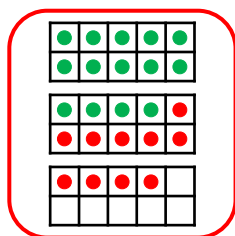
# Homework

## Groups of Tens and Ones

### Developing

1. **B; C; D**

2.

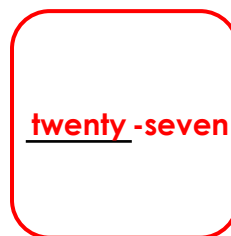
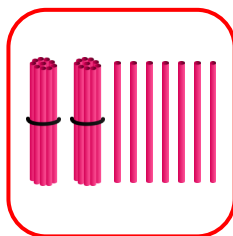
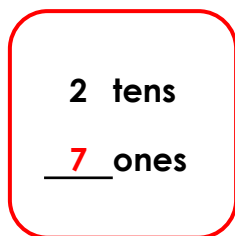


3. **Max is correct because both representations show 4 tens and 7 ones, which makes 47.**

### Expected

4. **B; C; D; E**

5.

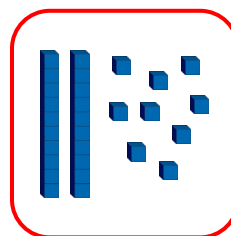
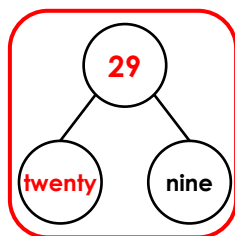
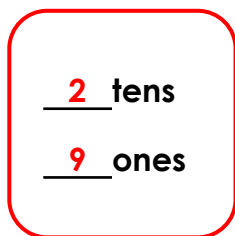


6. **Jonah is correct because both representations show 4 tens and 2 ones, which makes 42.**

### Greater Depth

7. **B; C; D; F**

8.



9. **Anita is correct because the place value counters show 3 tens and 1 one, and the part-whole model shows thirty and one. Both represent 31.**