

Homework

Partition into Tens and Ones within 50

National Curriculum Objectives:

Mathematics Year 1: (1N1a) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1N2a) Count, read and write numbers to 50 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

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Match each representation to the correct numeral. Bead string, ten frames and number pieces used.

Expected Match the representations that show the same number. Numerals, straws, Base 10 and number pieces used.

Greater Depth Match the representations that show the same number. Words, bar models, part-whole models and place value counters used.

Questions 2, 5 and 8 (Varied Fluency)

Developing Insert the missing number from the sentence and use the tens frames to represent the number.

Expected Insert the missing numbers from the sentences and draw Base 10 to represent the numbers.

Greater Depth Insert the missing numbers from the sentences and draw a representation of each number. Some numbers written as words.

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

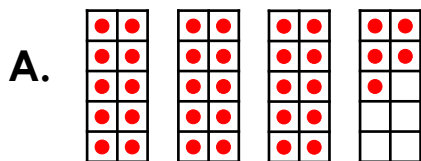
Developing Explain whether the representations of the same number are correct. Numerals, ten frames and number pieces used.

Expected Explain whether the representations of the same number are correct. Part-whole model, straws and Base 10 used.

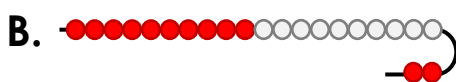
Greater Depth Explain whether the representations of the same number are correct. Use of part whole model, numbers written as words and mixed arrangements of place value counters and straws.

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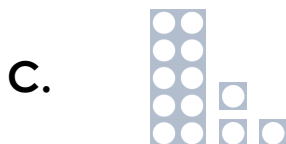
1. Match each representation to the correct number.



1. 22



2. 13



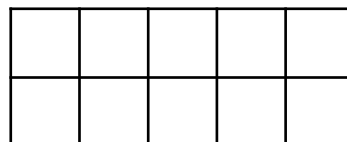
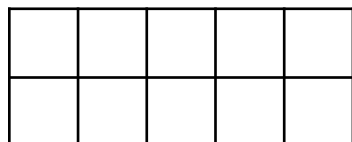
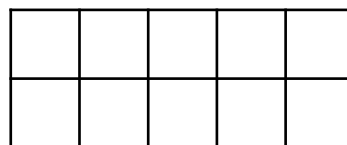
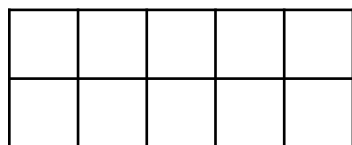
3. 35



VF
HW/Ext

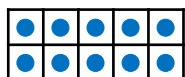
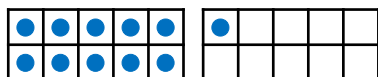
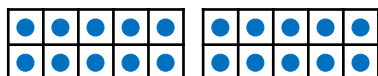
2. Complete the sentence and fill in the ten frames to represent the number.

3 tens and ones = 36

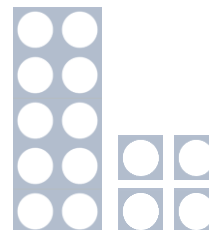


VF
HW/Ext

3. Mia has been representing the number 41 in three different ways.



41 has 4 tens
and 1 one



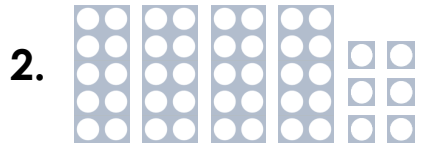
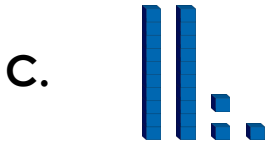
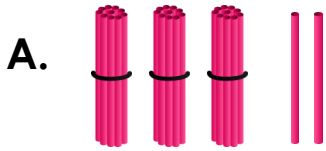
Is she correct? Explain your answer.



RPS
HW/Ext

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4. Match the representations that show the same number.



VF
HW/Ext

5. Complete the sentences and draw Base 10 to represent each number.

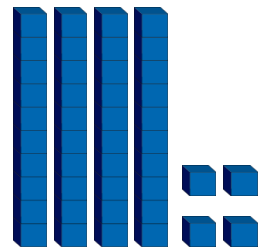
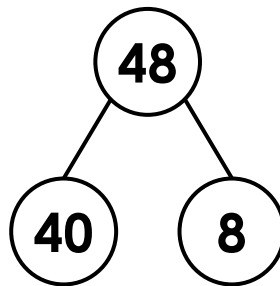
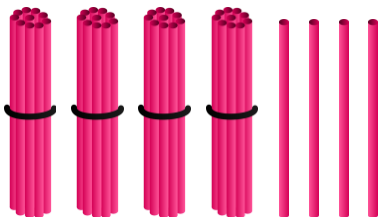
A. 16 = ten and ones

B. 42 = tens and ones



VF
HW/Ext

6. Ed has been representing the number 48 in three different ways.



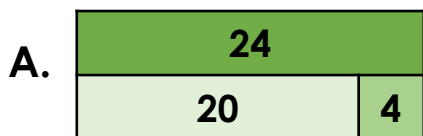
Is he correct? Explain your answer.



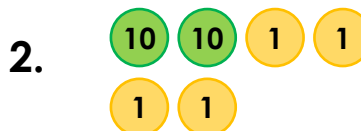
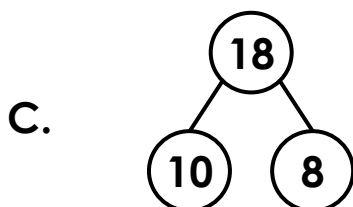
RPS
HW/Ext

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7. Match the representations that show the same number.



B. thirty-nine

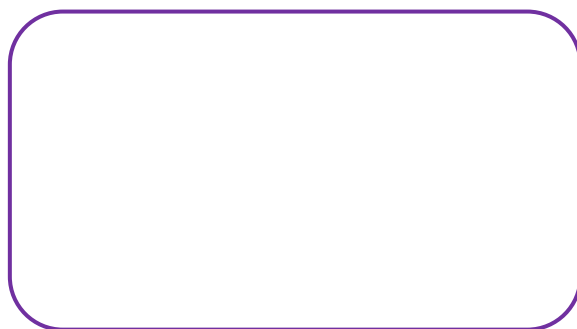


VF
HW/Ext

8. Complete the sentences and draw a representation of each number.

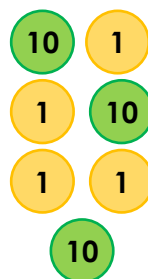
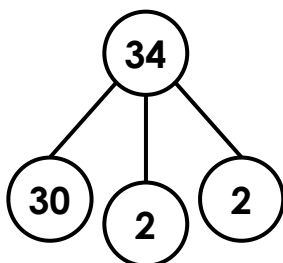
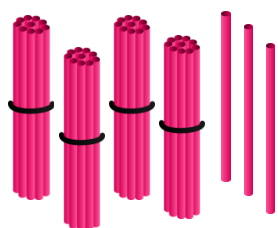
A. forty-three = tens and ones

B. = 3 tens and 8 ones



VF
HW/Ext

9. May has been representing the number 34 in four different ways.



thirty-four =
3 tens and 4
ones

Is she correct? Explain your answer.



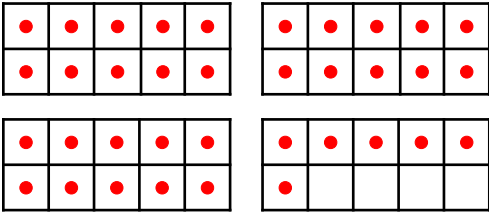
RPS
HW/Ext

Homework

Partition into Tens and Ones within 50

Developing

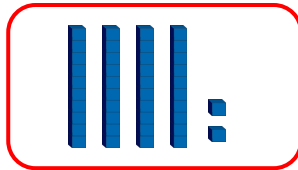
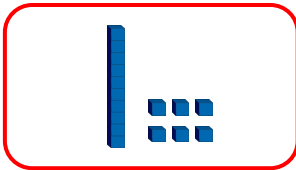
1. A. 3; B. 1; C. 2
2. 3 tens and 6 ones = 36



3. Mia is incorrect as her number pieces represent 14 instead of 41. The ten frames and sentence are both correct.

Expected

4. A. 3; B. 2; C. 1
5. A. 16 = 1 ten and 6 ones; B. 42 = 4 tens and 2 ones.



6. Ed is incorrect because his straws and Base 10 represent 44 instead of 48. His part-whole model is correct.

Greater Depth

7. A. 2; B. 3; C. 1
8. A. forty-three = 4 tens and 3 ones; B. 38 = 3 tens and 8 ones. Accept any representations that show the correct numbers.
9. May is incorrect as her straws represent 34 instead of 43. Her part-whole model, place value counters and sentence are all correct.