

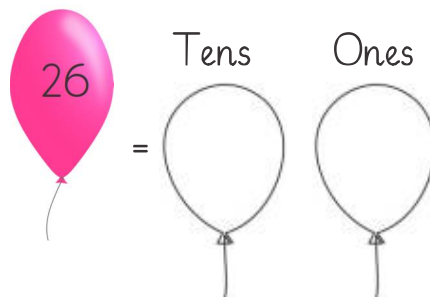
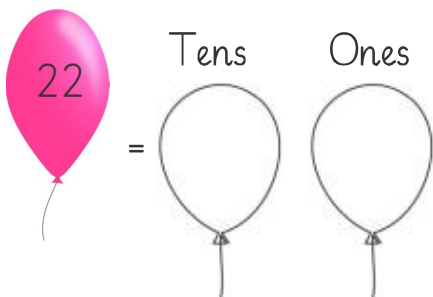
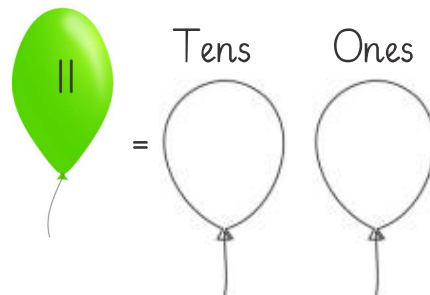
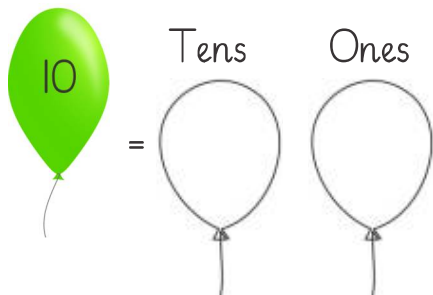
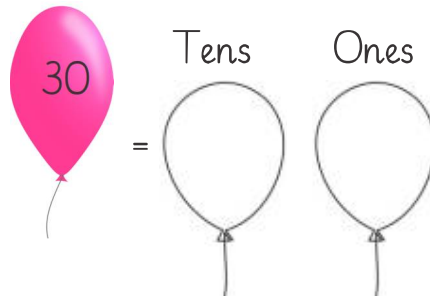
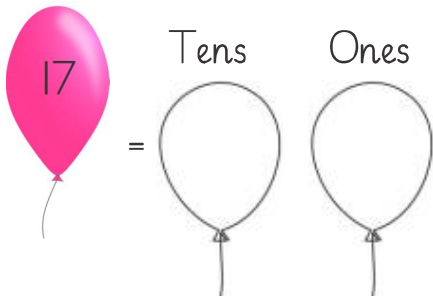
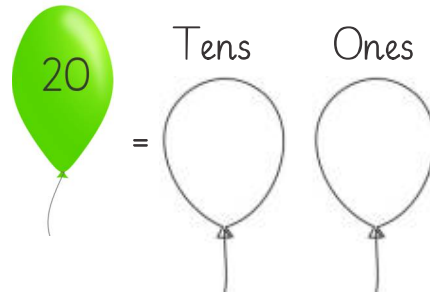
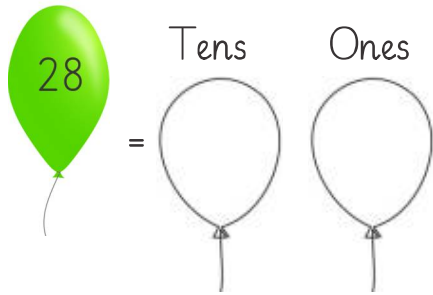
Mathematical Development		Week: 9	Topic: Tens & Ones	Day: 1	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: distinguish between the tens and ones place value	Recap: Write different numbers 1 to 9 on board and ask them which pair make the number 10. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Use beans or rocks. Place a pile of them on a table and show that it is easier to count them in groups of ten. First make groups of ten, then count the ten-groups and the individual beans separately. Say, "I have here five ten-groups, and four individual beans." Continue in a similar way. Take a different amount of beans. Group them into groups of tens (and some left-overs). Count the ten-groups and the ones separately. As you are doing that, you can introduce the words twenty, thirty, forty, etc. Another way to practice this is to use bags or rubber bands so you can bag or band 10 of your objects together, and practice with those. Display 4 bags and 3 leftover beans. How many are there? The four bags means... forty, and besides those there are three. Total, forty-three. provide a series of numbers and ask random questions such as What number is in the Tens column in the number 56? (6) In which column is the 4 in the number 34? (Ones column.) In the number 49, in which column in the 4? (tens column.) Which number is in the Ones column in the number 61? https://youtu.be/IF3AycEDksY Focused task: Ask students to travel around the room looking for cards and then counting the base ten blocks on each one they find. They write the corresponding number on their recording sheet and then continue to move through the cards until they are all filled in. ask students do this activity one by. Ask students which number is in ones place and which is in tens place. Ask students open book pg. no 45. Ask them tell the names of objects. Tell them Place value is all about the position of a digit in a number. It is the value of every digit in a given number. Tell students "10" is called "1 tens" same as "20" called "2 tens" and "30" "3 tens" Practice ones & tens activities on board. Wrap up: Write different numbers on board and ask students to tell them as tens and ones. Reflection:			5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards	
				5 mins			
				25 mins		Number cards, blocks	
				5 mins		Book pg. no 45	

Mathematical Development		Week: 9	Topic: Tens & Ones	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: distinguish between the tens and ones place value	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students what the digits mean in each of these numbers and how their placement is vitally important to the number. The 6 in 67 is very different from the 6 in 76. You can highlight this to students by asking them if they would rather have the 6 quantity in money from the 67 or the 76. Model 76 on the board and then have students draw 76 and other numbers with base 10 blocks or base 10 stamps. As the students write, draw or stamp these on their papers, walk around the classroom to see how students are doing. Give every student a notecard with one numeral on it. Call two students to the front of the class. For example, 7 and 2 come to the front of the class. Have the students stand next to each other, and have a volunteer "read" the threesome. Students should say "Seventy two." Then ask students to tell you who is in the tens place, who is in the ones place. Repeat until the all class know the place value of the numbers: https://youtu.be/LM2QhQ8P7aw		5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards	
	Focused task: Call each student over to a workstation to create a number list on the Random Numeral Strips. Encourage the student to tell you any numeral 0-9 in any order. When each student's strip is complete. Place 2 Random Numeral Strips next to each other. This will create a series of 2-digit numbers. For example: Anaya's Random Numeral Strip has the numbers 3, 4, 6, 5, 9, 7, 2, 8 and Nida's Random Numeral Strip has the numbers 3, 1, 8, 4, 6, 5, 2, 7. When these two strips are placed side by side, the series of 2-digit numbers created will be: 33, 41, 68, 54, 96, 75, 22, 87. Ask about their places. Ask students to open book pg. no 47. Ask them how many tens and ones. Tell them when we count things up to 10, we call them "tens" and write down how many "tens" we have, followed by how many "ones". Roam around in the class and ask them about how many tens and how many ones. Wrap up: Write different numbers on board and ask students to tell them as tens and ones. Reflection : Homework: Do the worksheet pasted on copy.		25 mins		Number strips	
			5 mins		Book pg. no 47	
			5 mins		Worksheet	



Student Name: _____ Date: _____

Write the tens and ones of the given numbers.



Mathematical Development		Week: 9	Topic: Tens & Ones	Day: 3	Class: Kindergarten	Resources
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning		
Upon the completion of this lesson, Students will be able to: distinguish between the tens and ones place value	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Gather the students at the carpet where I dump out a pre-planned number of blocks out. We work on placing them in the ten frame and discuss how a completed ten frame is one bundle and the incomplete ten frames are extras. Have students practice representing the number expressions they need. On their own ten frame have them represent 10 + 0 if students understand they should be able to represent this on their ten frame as all one colour. We even spend a day pretending to work in a candy factory and we have to ship the candy in bundles of ten. Students often confuse large numbers like 19 and 91, this is because they do not have an understanding of what large numbers really mean. 19 is really 10 + 9 and 91 is really 90 + 1. https://youtu.be/yj3DpZwRlnY Focused task: Show the students the B-I-N-G-O cards that have been programmed with 2-digit numbers. Tell the students in order to get "bingo," they have to cover all of B-I-N-G-O's spots! Give each student a B-I-N-G-O card and enough counters to cover all of the spots. Use the Tens and Ones calling cards, or 10-sided dice. Create a number and sing: BINGO has ____ tens ____ ones, BINGO has ____ tens ____ ones, BINGO has ____ tens ____ ones -- what is that number? Students that have the newly created number on their B-I-N-G-O cards will cover it with a marker. Create a new number and sing again. Play until someone has covered all of B-I-N-G-O's spots and shouts out BINGO! Ask students to open book pg. no 4-8. Ask them look at the pictures and their names. Ask them read the instruction and colour the objects accordingly. Ask them colour the ones pink and tens yellow. Roam around in the class and ask them about how many tens and how many ones. Wrap up: Write different numbers on board and ask students to tell them as tens and ones. Reflection :		5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards	
			5 mins			
			25 mins			Bingo Number cards,
						Book pg. no 4-8

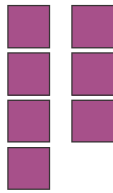
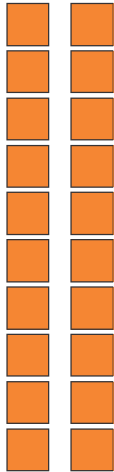
Mathematical Development		Week: 9	Topic: Tens & Ones	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: distinguish between the tens and ones place value	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Each time a students leave the classroom, he/she drops a cube into a bucket. At the end of the day (or at lunchtime), the students will sort and count the cubes. Naturally the students will begin counting by ones. Guide the students to group the cubes different ways to count more effectively. Grouping by tens is the fastest, easiest way to complete the Drop and Check activity. For example: If the total cube count was 45, students would record $40+5$, 4 tens + 5 ones. Compare from day to day. Guide the students through this process numerous times. As the students catch on, allow a pair or small group of students to complete the count, report back to the class. Students enjoy using Base Ten stamps to record the results of the daily Drop and Check count. Students are able to use the block, rod, and cube stamps to visually recreate the total number of cubes from the Drop and Check count. Focused task: Write the numbers 0 through 9 on separate index cards and place them in a hat. Have your students draw one, two, or three cards out of the hat. He or she can make different numbers. For example, if your student pulls the numbers 3, 6, and 9, he or she can make 3, 6, 9, 36, 93, 63, 93, 63, 93, 96, 33 etc. Challenge your students to make as many numbers as possible using the cards. What is the smallest number your student can make? What is the largest number? Help your students compare numbers by looking at the largest place values. Ask students to open book pg. no 49. Ask them tell the names of object. Tell them there are 18 pencils. Write how many tens and ones are? Ask them there are 24 stars. Write how many tens and ones are? Roam around in the class and ask them about how many tens and how many ones. Wrap up: Write different numbers on board and ask students to tell them as tens and ones. Reflection: Homework: Do the worksheet.			5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards
				25 mins		Number cards, hat
				5 mins		Book pg. no 49 Worksheet



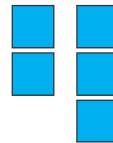
scan QR code for
more worksheets

Student Name: _____ Date: _____

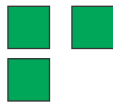
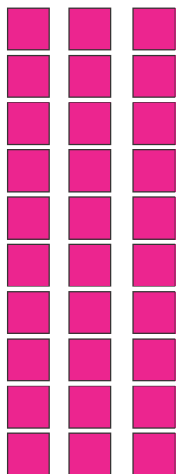
Count the blocks and write tens and ones.



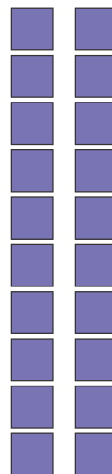
$$20 + \underline{\quad\quad} = \boxed{\quad\quad}$$



$$10 + \underline{\quad\quad} = \boxed{\quad\quad}$$



$$\underline{\quad\quad} + \underline{\quad\quad} = \boxed{\quad\quad}$$



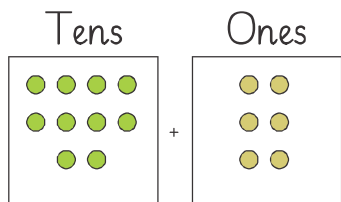
$$\underline{\quad\quad} + \underline{\quad\quad} = \boxed{\quad\quad}$$

Mathematical Development		Week: 9	Topic: Tens & Ones	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: distinguish between the tens and ones place value	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Review with students how to represent a two-digit number and how to add or subtract one cube to find the number that is one more or one less. Model how to write the numbers on a place-value chart, recording the number of ones and tens in their respective columns. Discuss in which places the digits change when the number is one more or one less than another. Write various one- and two-digit numbers on the board and have students, working independently or in pairs, represent them using manipulatives (blocks, sticks, popsicles etc.). For each number, have students record on place-value charts the number of ones and tens. Then ask students to read the number. Also ask them to display, record, and read the number that is one more, one less, ten more, and ten less, and to be sure they include at least two examples of each. Have them compare the pairs of numbers and identify the place or places where a digit changed. You may want to rotate the manipulatives so each group of students has an opportunity to use a variety of models to represent their numbers. Focused task: Model a number story for your students, such as "There are 7 tens and 1 one." Then have students write their answers. Divide the students into small groups and have them write or tell each other their own number stories. You may want them to use place value charts to help them solve. Ask students to open book pg. no 50. Ask them tell the names of object. Tell them there are 27 honey bees. Write how many tens and ones are? Ask them there are 30 oranges. Write how many tens and ones are? Roam around in the class and ask them about how many tens and how many ones. Wrap up: Write different numbers on board and ask students to tell them as tens and ones. Reflection: Homework: Do the worksheet pasted on copy.			5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards
				5 mins		
				25 mins		Number charts Book pg. no 50
				5 mins		Worksheet

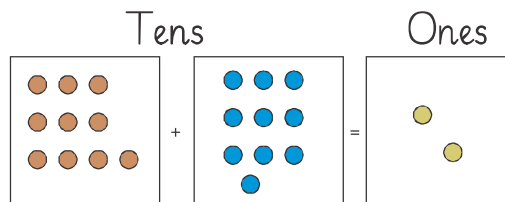


Student Name: _____ Date: _____

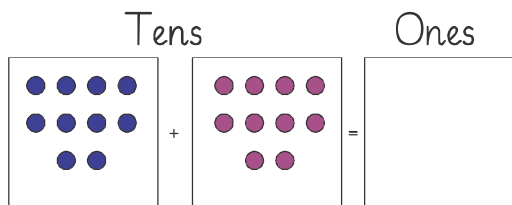
Count the Tens & Ones and make the number.



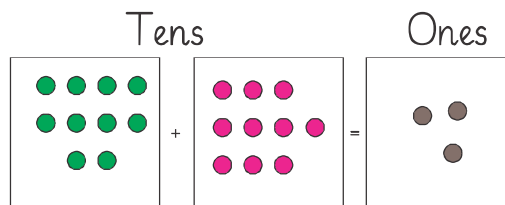
_____ + _____ = _____



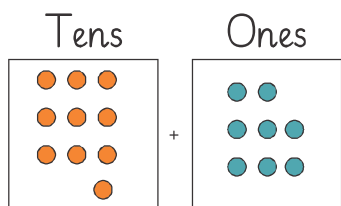
_____ + _____ = _____



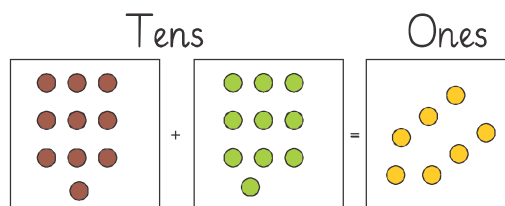
_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____