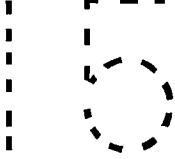
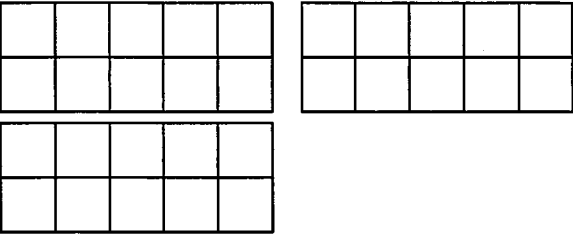
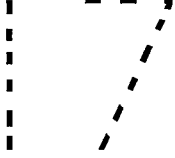
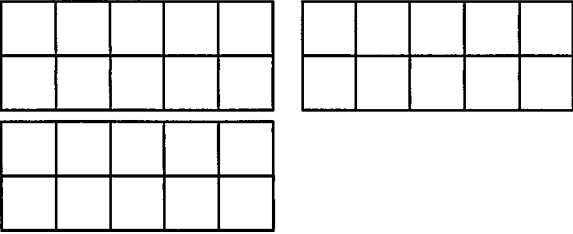

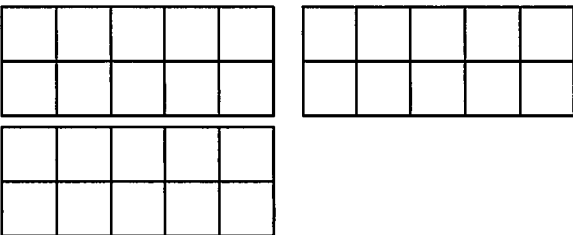
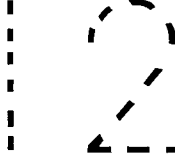
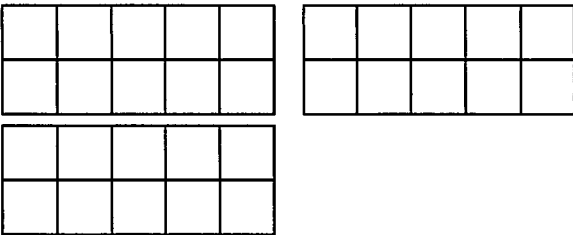
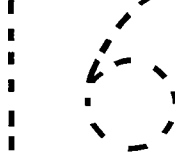
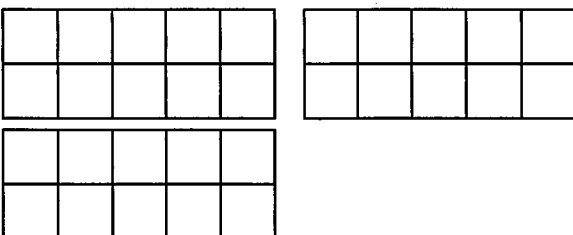
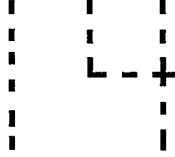
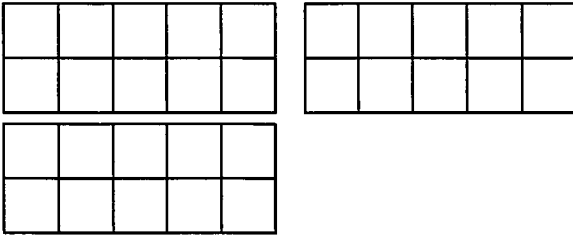


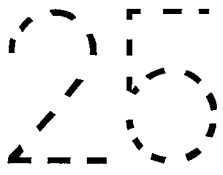
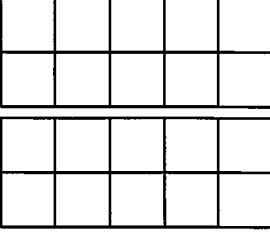
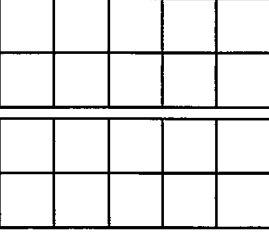
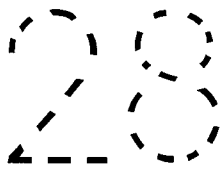
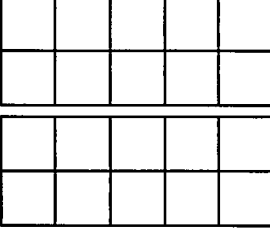
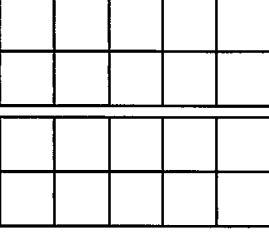
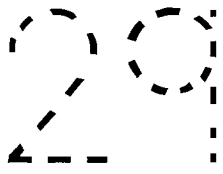
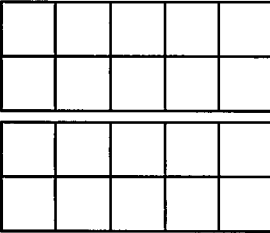
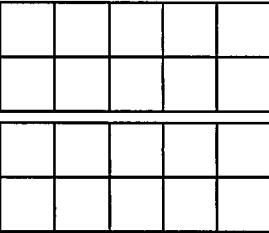
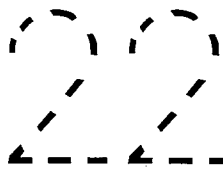
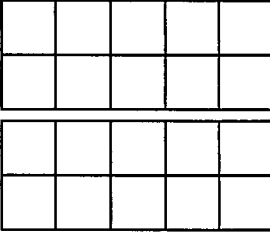
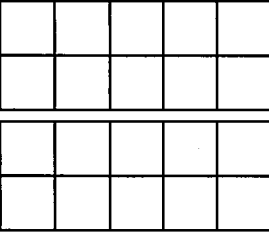
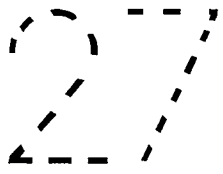
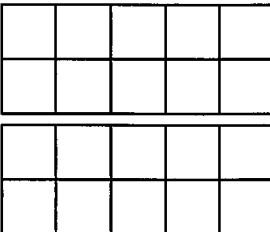
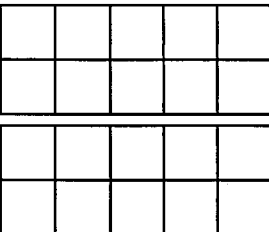
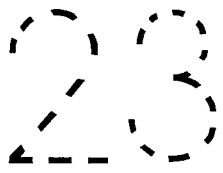
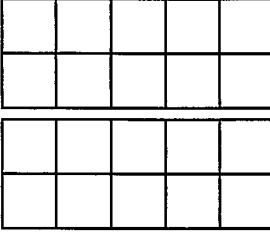
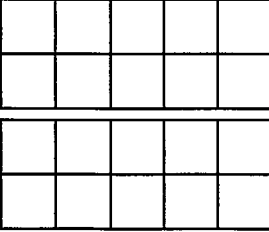
Name \_\_\_\_\_

Use what you know about ten frames to fill out the columns below.

Trace the number	Fill In the Ten Frames to Match	Count the parts
		____ tens ____ ones
		____ tens ____ ones
		____ tens ____ ones
		____ tens ____ ones
		____ tens ____ ones
		____ tens ____ ones

Name \_\_\_\_\_

Use what you know about ten frames to fill out the columns below.

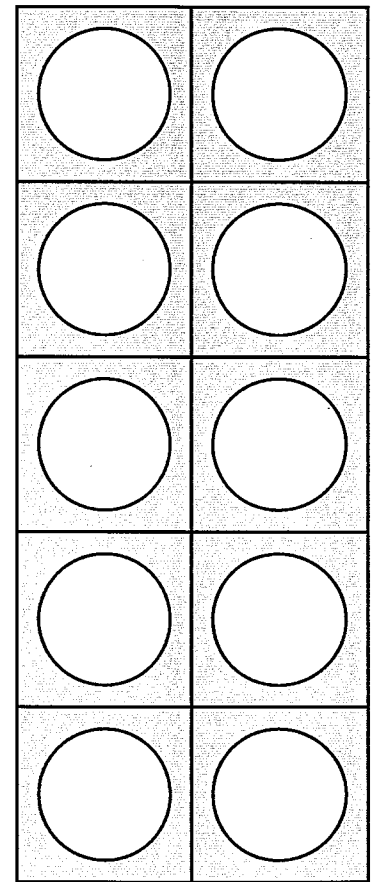
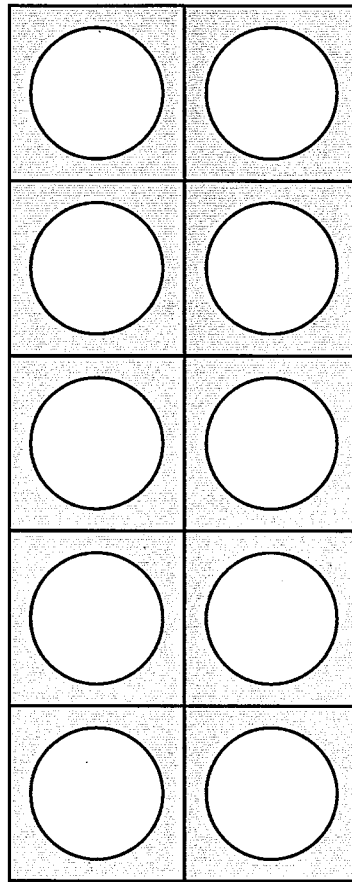
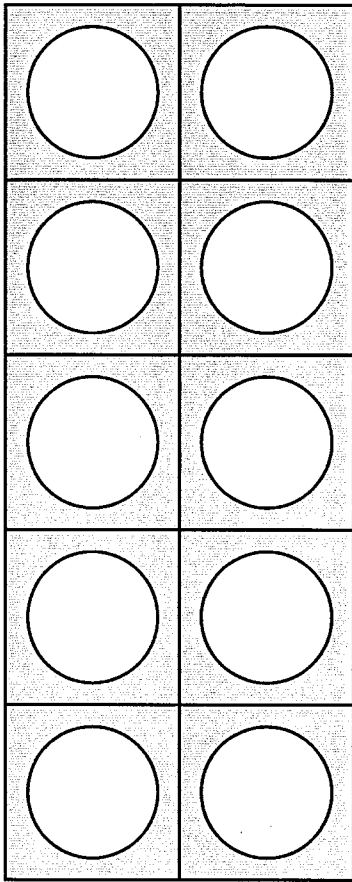
Trace the number	Fill In the Ten Frames to Match		Count the parts
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones
			____ tens ____ ones

# Place value to 99 – counting and organising (continued)

## Now try:

Choose a different number between 20 and 30 and write it down somewhere secret.

This time draw the stars in the frames below. Draw 1 star in each circle.



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## What to do next:

Ask your partner to count this new set of stars and write down how many there are. Were they right?

Ask them if the stars were easier to count this time? If so, why? Record their answer.

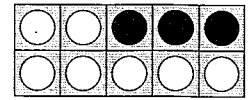
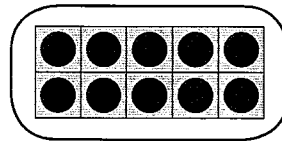
# Place value to 99 – tens and ones

How many counters are there?

This is **1** group of ten and **3** ones.

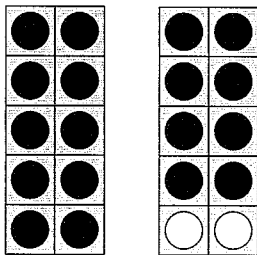
We write the tens first. **13**.

Sometimes we call the ones 'units'. They mean the same thing.



1 Circle the full groups of tens. Write how many tens and how many ones. Then write the number.

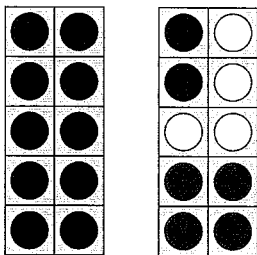
a



tens	ones

\_\_\_\_\_

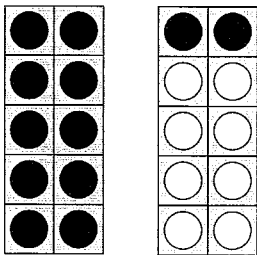
b



tens	ones

\_\_\_\_\_

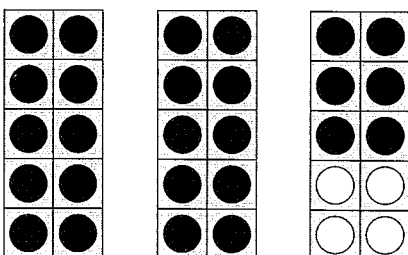
c



tens	ones

\_\_\_\_\_

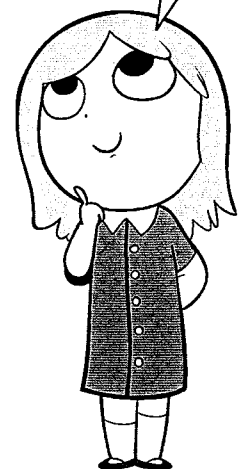
d



tens	ones

\_\_\_\_\_

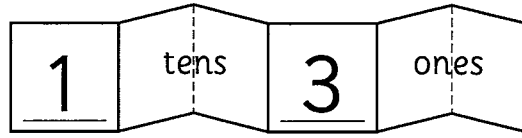
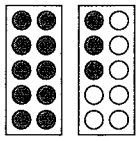
There is  
1 group of  
tens and  
8 ones.  
I write the  
tens first.  
18





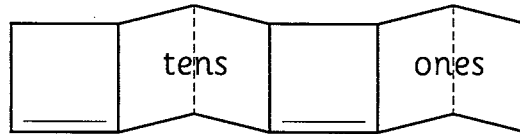
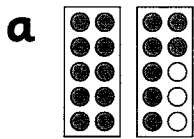
# Place value to 99 – using numeral expanders

We can use numeral expanders to help us understand numbers.

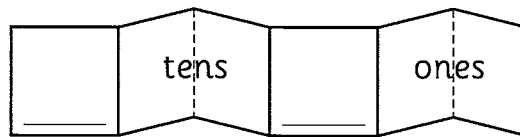
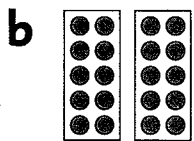


         13         

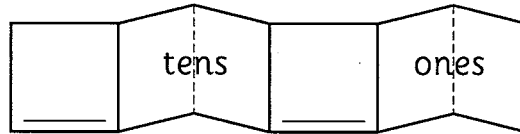
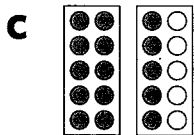
1 Write how many tens and ones. Then write the number.



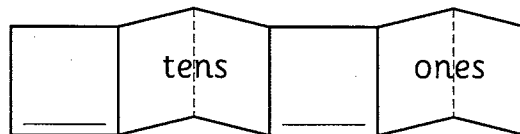
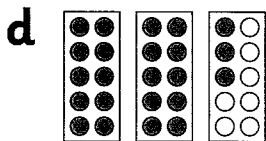
        



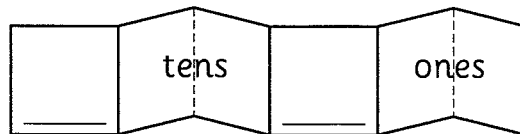
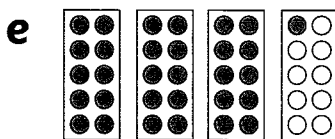
        



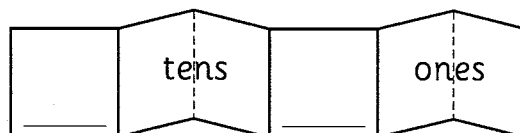
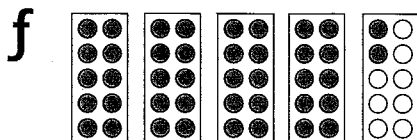
        



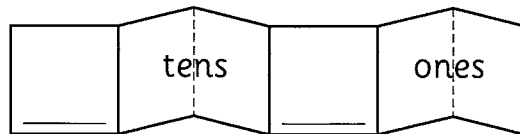
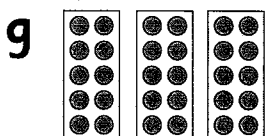
        





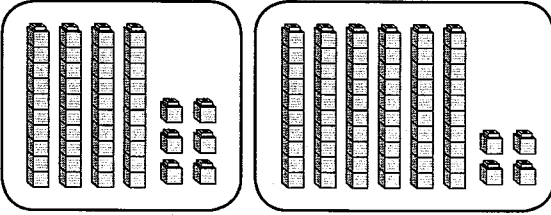
        



# Place value to 99 – comparing and sequencing

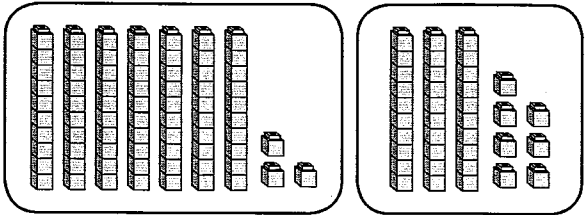
1 Write both numbers. Circle the bigger number.

**a**



□ □

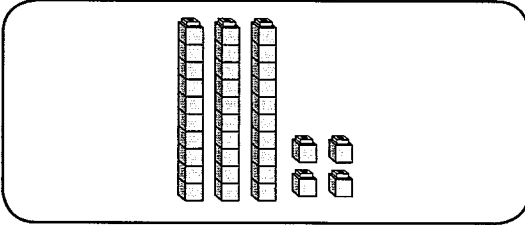
**b**



□ □

2 Write the number to match the blocks. Then think of a bigger number and write it. How will you know it is bigger?

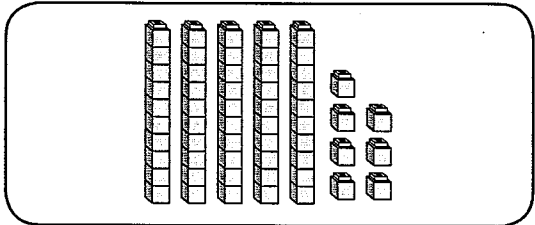
**a**



□ □

number bigger number

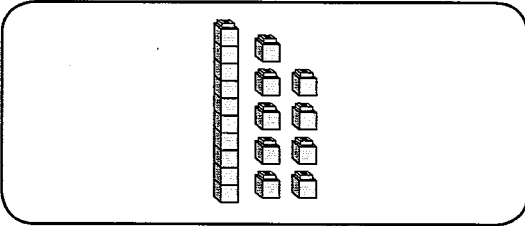
**b**



□ □

number bigger number

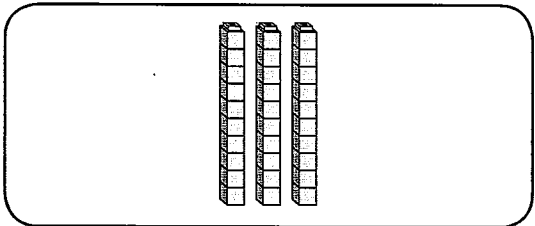
**c**



□ □

number bigger number

**d**



□ □

number bigger number