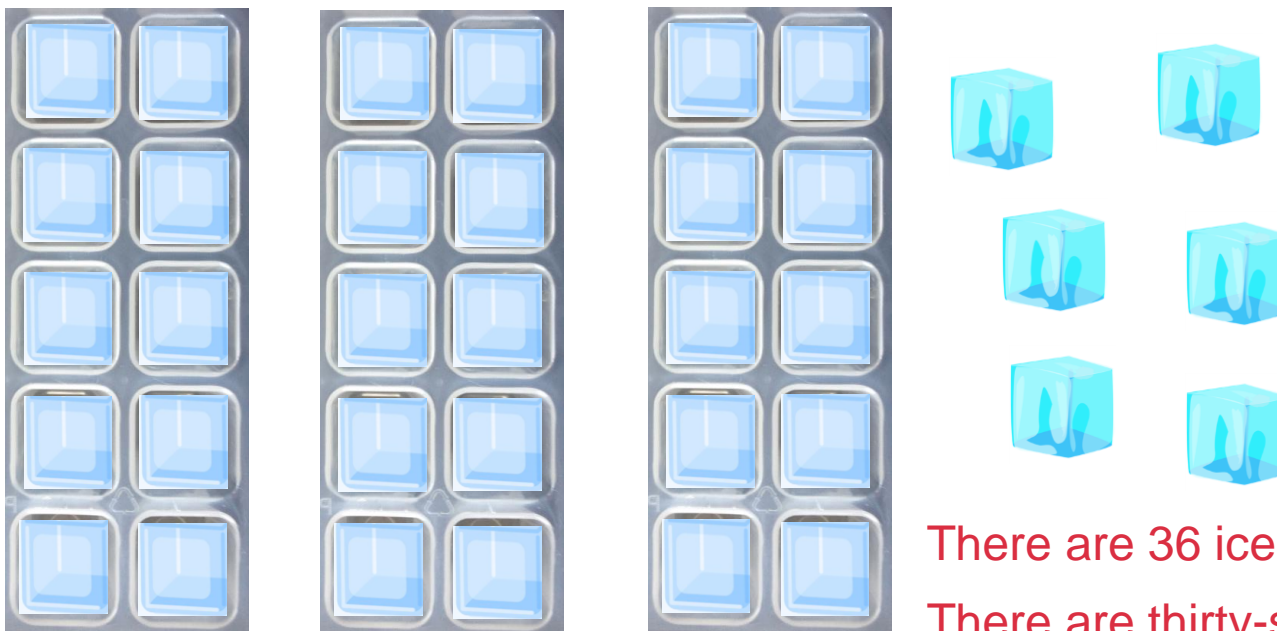# To represent numbers to 100 using different resources

❑ I can represent numbers to 100 using different resources
❑ I can represent the value of digits in numbers to 100
❑ I can solve and explain problems involving representations to 100

Starter:

If each tray holds ten ice cubes, how many ice cubes are there here?
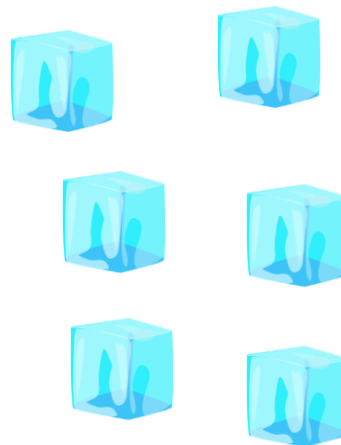Can you write your answer in numerals and words?

There are 36 ice cubes, in numerals.

There are thirty-six ice cubes, in words.

To represent numbers to 100 using different resources

☐ I can represent numbers to 100 using different resources
☐ I can represent the value of digits in numbers to 100
☐ I can solve and explain problems involving representations to 100

Starter:

If each tray holds ten ice cubes, how many ice cubes are there here?
Can you write your answer in numerals and words?

There are 36 ice cubes, in numerals.

There are thirty-six ice cubes, in words.

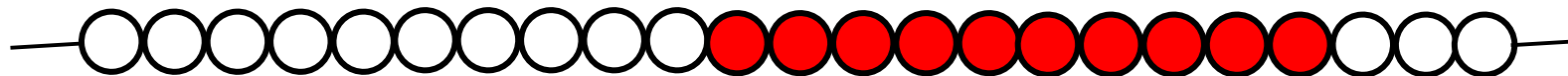# To represent numbers to 100 using different resources

Talking Time:

Below is part of a bead string.

Can you use it to complete the stem sentences?

There are _____ tens and _____ ones.

The number is _____ .

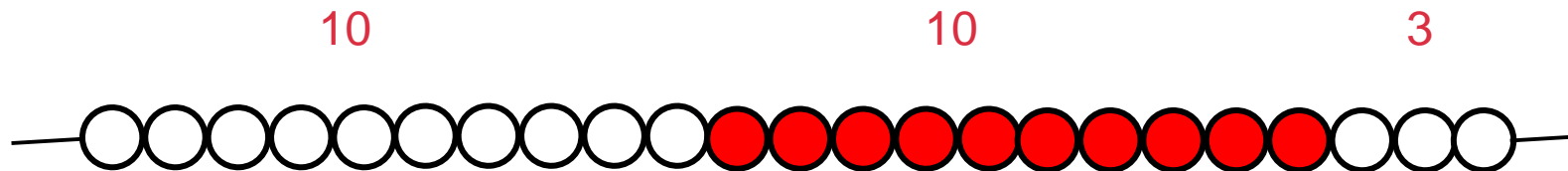# To represent numbers to 100 using different resources

Talking Time:

Below is part of a bead string.

Can you use it to complete the stem sentences?

There are **2** tens and **3** ones.

The number is **23**.

10   10   3

To represent numbers to 100 using different resources

Talking Time:

Below is part of a bead string.

Can you use it to complete the stem sentences?

There are _____ tens and _____ one.

The number is _____ .

To represent numbers to 100 using different resources

Talking Time:

Below is part of a bead string.

Can you use it to complete the stem sentences?

There are **3** tens and **1** one.

The number is **31**.

10   10   10   1

To represent numbers to 100 using different resources

Talking Time:

What number does this represent?
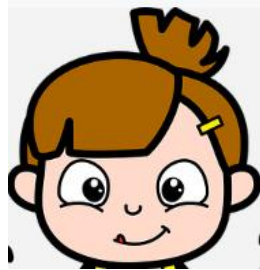

Can you use it to complete the stem sentences?

There is **1** ten and **7** ones.

The number is ….

To represent numbers to 100 using different resources

Activity 1:

Lola is going to represent the number 41 on a bead string.
Will there be more red beads or white beads. Why?
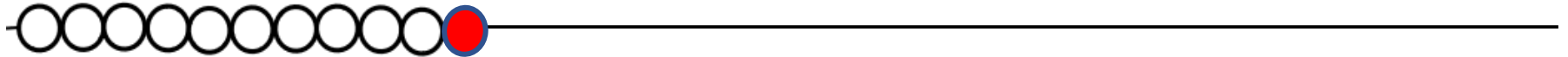
Extension:
Which numbers will use the same amount of red beads as white beads?

To represent numbers to 100 using different resources

Activity 1:

Lola is going to represent the number 41 on a bead string.
Will there be more red beads or white beads. Why?

There will be one more white bead than red.
21 white beads and 20 red beads.

To represent numbers to 100 using different resources
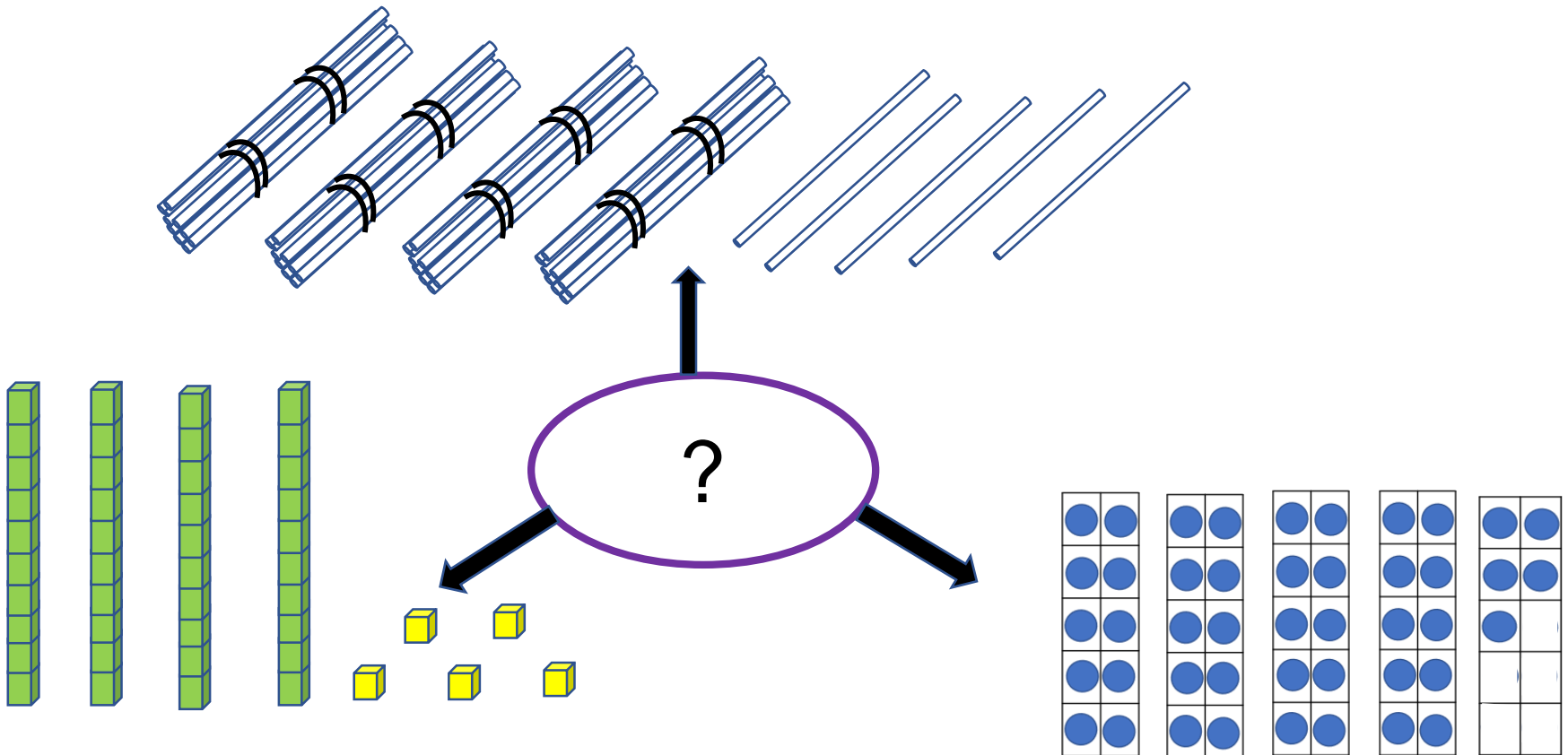
Talking Time:

Which number is represented here?

?

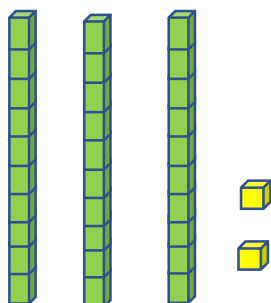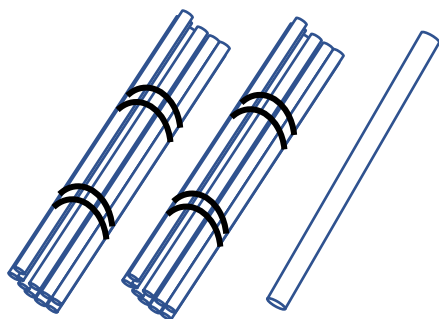# To represent numbers to 100 using different resources

Talking Time:

Which number is represented here?

45

To represent numbers to 100 using different resources

Talking Time:

Match the number to the correct representation.

three tens and two ones

21

twelve

To represent numbers to 100 using different resources

Talking Time:
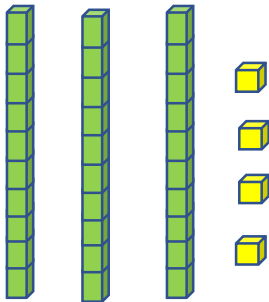
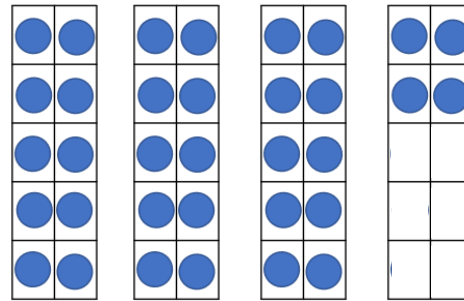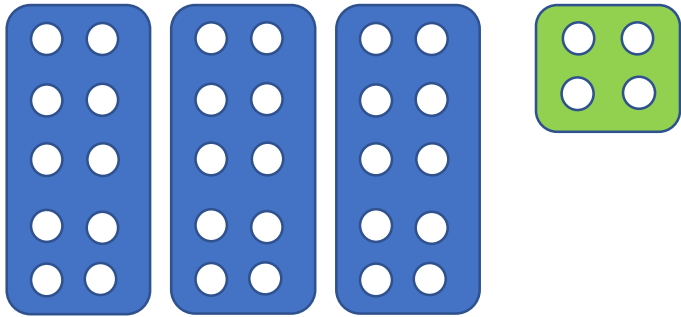Match the number to the correct representation.

three tens and two ones

21

twelve

To represent numbers to 100 using different resources

Activity 2:

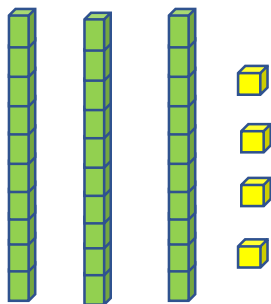**Odd One Out**

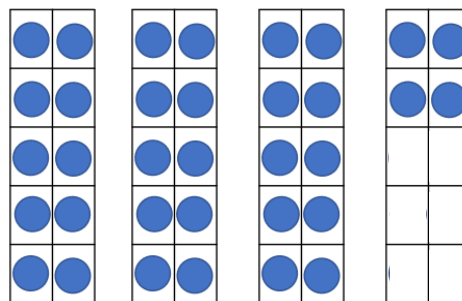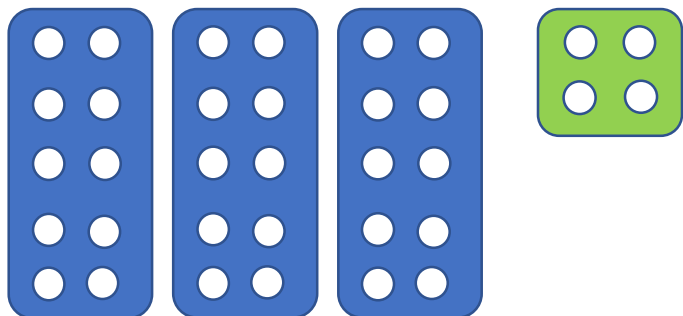Which representation does not belong? Why?

To represent numbers to 100 using different resources

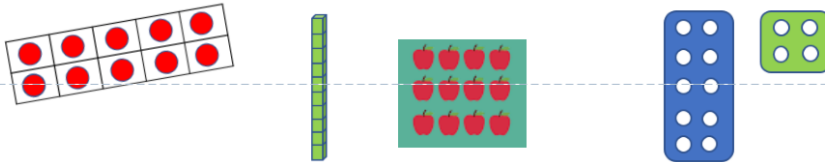**Activity 2:**

Odd One Out
Which representation does not belong? Why?

The bead string is the odd one out.
This represents 31. All the rest represent 34.

To represent numbers to 100 using different resources

Represent the numbers 39, 65 and 54 in 3 different ways (tens frames, Base 10, numicon, arrays or beadstrings).

Can you fill in the blanks to match the numerals and the words?

71 → seventeen

46 ←→ sixty-four

Write how many groups of tens and ones there are.

_____ tens _____ ones

_____ + _____ = _____

_____ tens _____ ones

_____ + _____ = _____

_____ tens _____ ones

_____ + _____ = _____

_____ tens _____ ones

_____ + _____ = _____

_____ tens _____ ones

_____ + _____ = _____