










Topic: Number and place value

Representing multiples of 10

Lesson concepts

-  Number — Quantity
-  Number — Counting
-  Number — Place value
-  Number — Names and symbols
-  Representations — Concrete
-  Representations — Symbolic
-  Patterns — Describing patterns

Today students will:

- ▶ identify and represent the tens numbers
- ▶ connect numerals, number names and quantities.

Resources

Digital

Video — Counting in 10s (1:48)

Sheets

Sheet 5 — Tens and ones number words
(cut out)

Folded cards (cut out)

Find and prepare

Nine 10c coins

Collection of materials to count
(for example, buttons, pasta shells, dried
beans)

Key terms

digit, numeral, represent, skip counting

For definitions and explanations of terms,
please see the [Glossary](#).

Lesson

Introduce the lesson

Explain to students

‘ In this lesson, we will learn more about counting in 10s to 100. We will find and show the tens numbers and learn what they look like when we write them down. ’

- Display nine 10c coins.

Explain to students

‘ People count in 10s when they have a large quantity to count. I count in 10s when I count money. Each of these coins is worth 10 cents. To count how much money there is altogether, I count in 10s. ’

- Count the coins in 10s (touching each coin as it is counted).



Say to students

‘ There is 90 cents altogether. ’

- Ask students to count the coins in the same way.

Focus questions

Q. *What number did we start the count with?*

A. 10

Q. *What was the next number in the counting pattern?*

A. 20

Q. *What was the number after that?*

A. 30

Q. *What do you call this counting pattern?*

A. A 10s counting pattern

Represent multiples of 10

- Watch the **Video — Counting in 10s**.

In this video, students:

- are reminded that counting in 10s is a more efficient way to count a large collection
- are introduced to place value beads
- learn to relate tens numerals to multiples of 10 beads on the bead string.



- Provide students with a collection of materials.
- Ask students to:
 - create collections which represent a tens number (between 0 and 100)
 - use skip counting by 10s to count each collection
 - record each collection as a numeral and number name.

40
forty

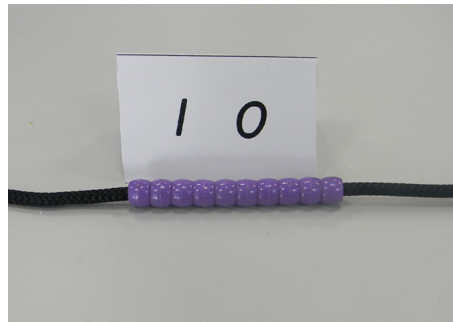


60
sixty

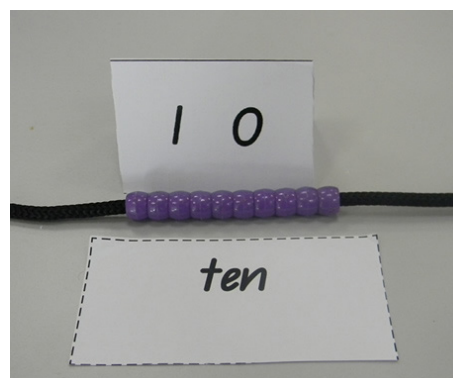


- Ask students to:

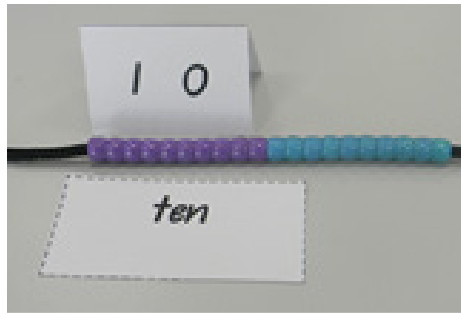
- show the first 10 items and match them to the correct number cut from the [Folded cards](#) or alternatively make your own set of folded cards



- find the correct number word from the cards cut from **Sheet 5 — [Tens and ones number words](#)**



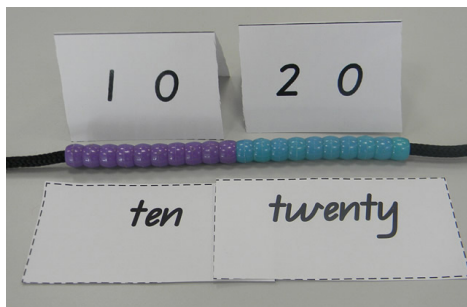
- move the next group of 10 items over



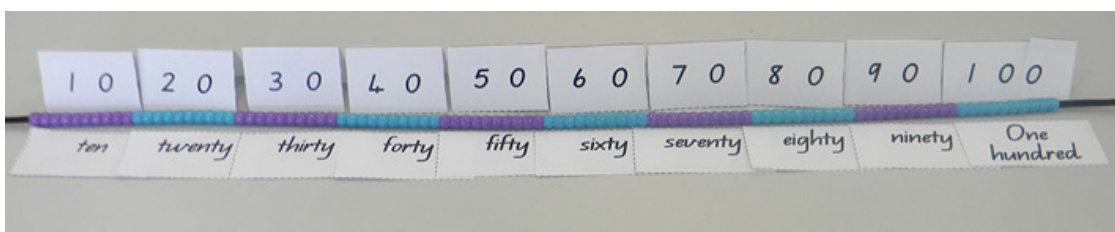
- match these items to the correct number from the **Folded cards**



- find the correct number word from **Sheet 5**



- repeat until each group of 10 items is identified and matched to its corresponding numeral and written number card



- count from 0 to 100 in 10s, pointing to the number words.