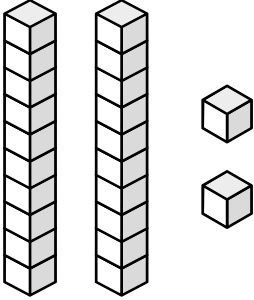


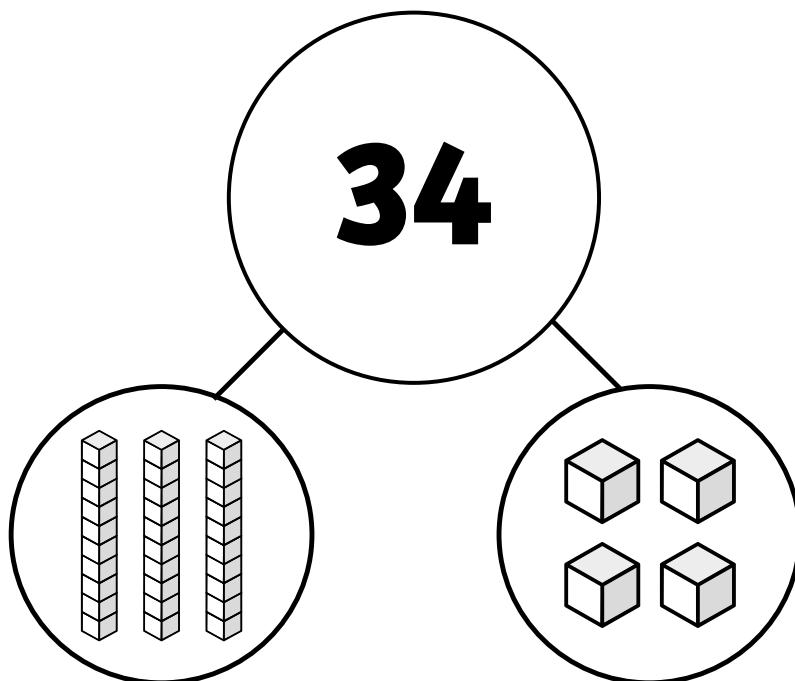
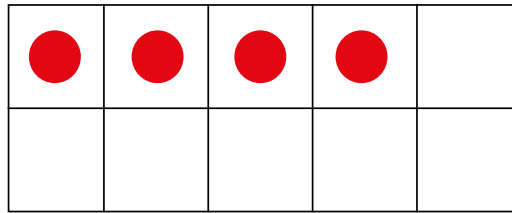
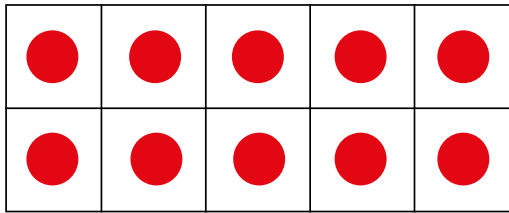
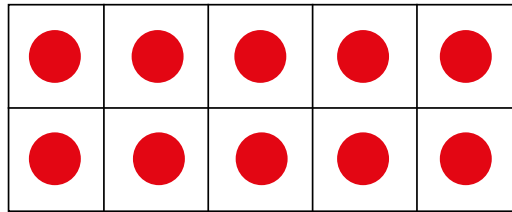
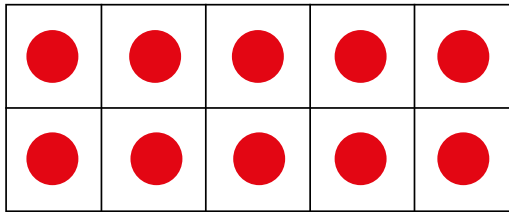
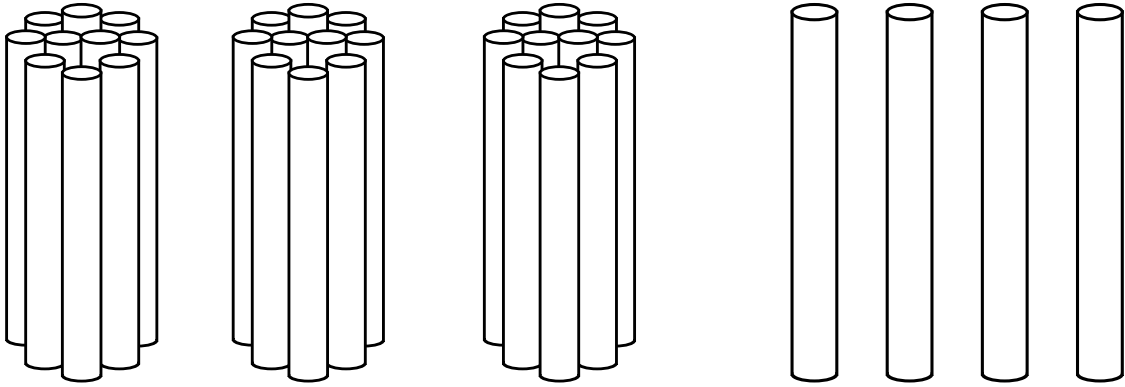
Small Step – Represent numbers to 50

1. Complete the table.

Use Base 10 to help you.

Write it	Draw it	Partition it
twenty-two		There are <input type="text"/> tens and <input type="text"/> ones.
nineteen		There are <input type="text"/> tens and <input type="text"/> ones.
		There are 4 tens and 1 one.
		There are 3 tens and 0 ones.

2. Fran has made the number 34 in lots of different ways.



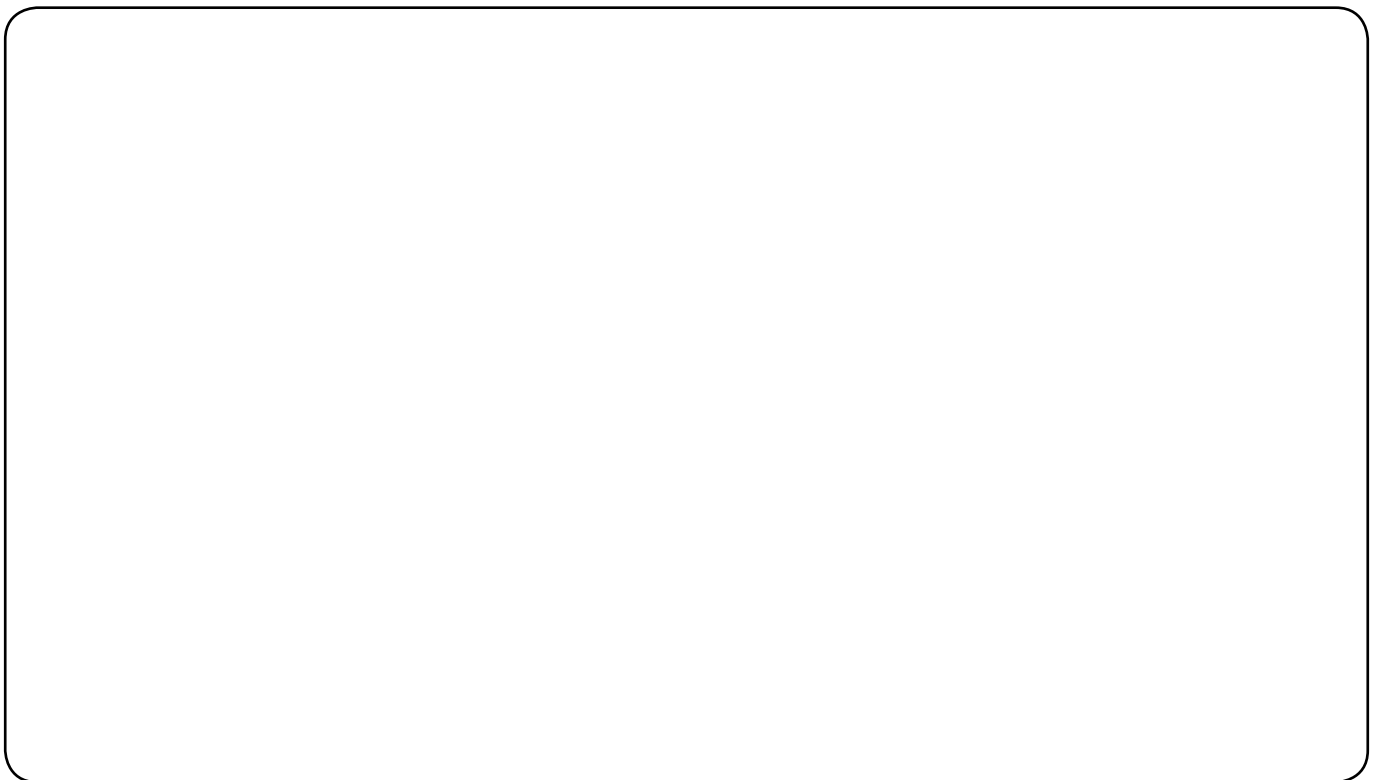
Make the numbers.

Use Fran's method to help.

a) 17



b) 31



b) 48

3. Complete the sentences.

a) 45 = tens and ones

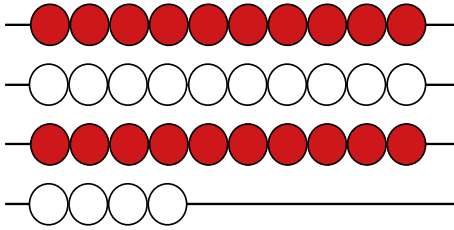
$$45 = 40 +$$

b) 39 = tens and ones

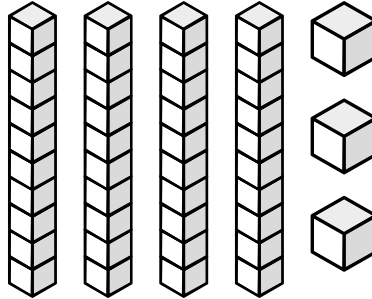
$$39 = +$$

4. Max, Sara and Paul are making the number 34.

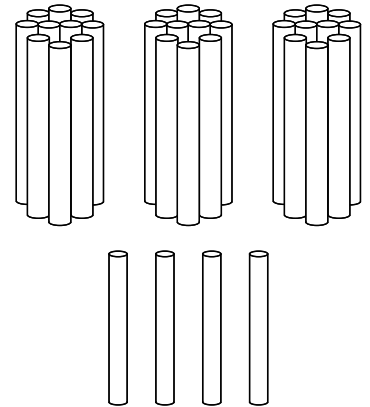
Max



Sara



Paul



Which child has made a mistake?

Max Sara Paul

Can you draw what they should have made?

A large empty rounded rectangle with a black border, intended for drawing the correct representation of the number 34.

5. Ava and Tabby are making numbers. Ava is making the tens and Tabby is making the ones. Circle which number they have made in each example;

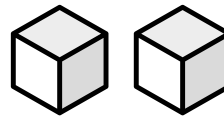
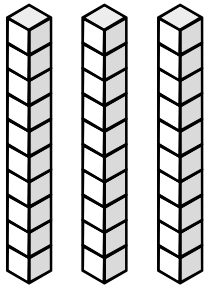
Ava



Tabby



a)

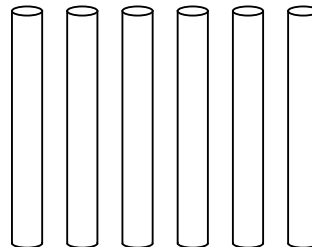
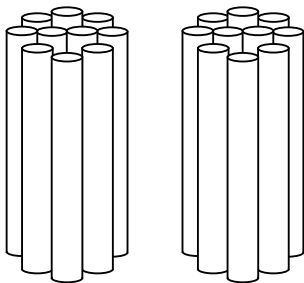


23

or

32

b)

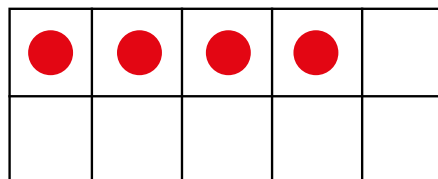
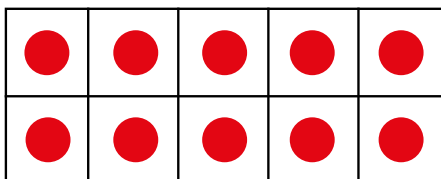


26

or

36

c)

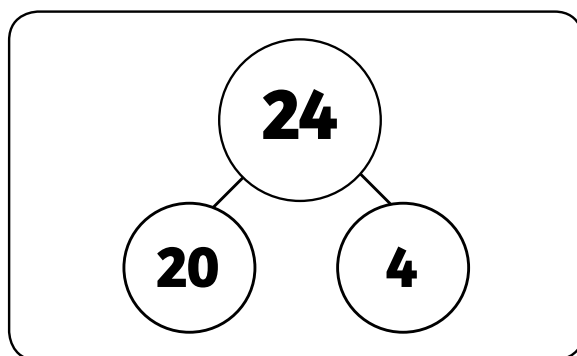
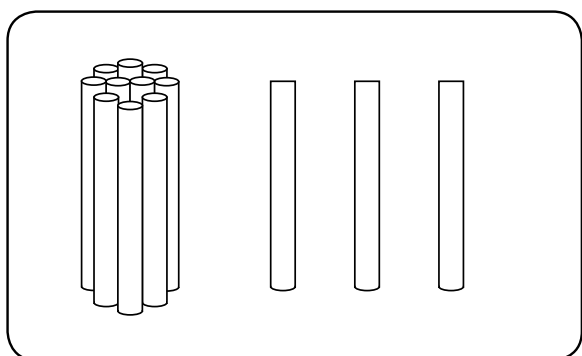
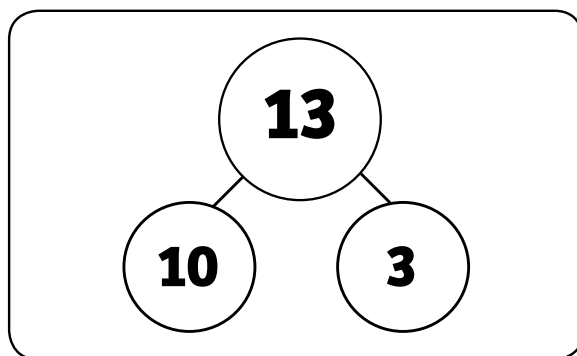
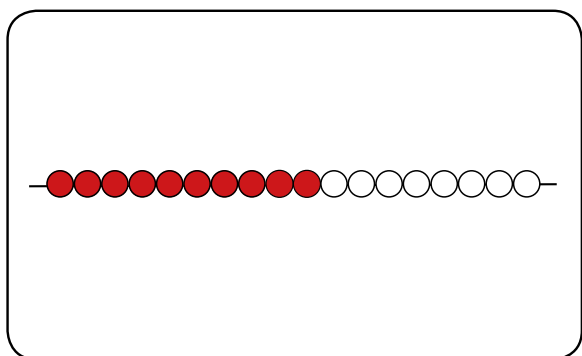
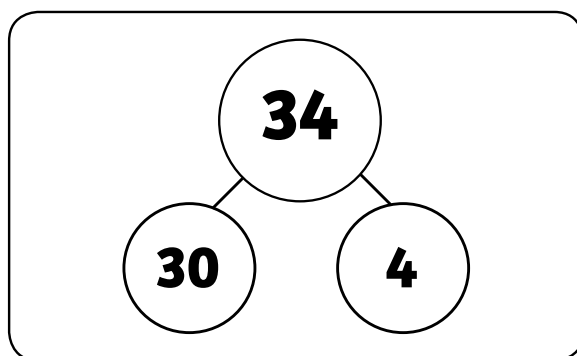
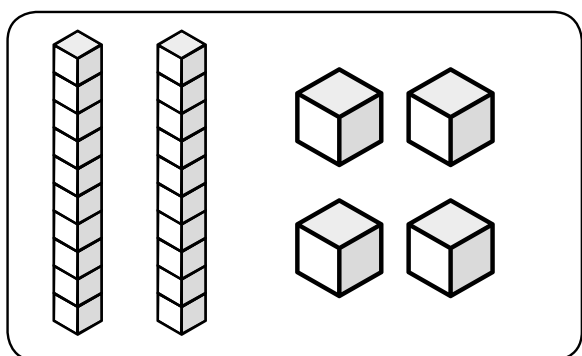
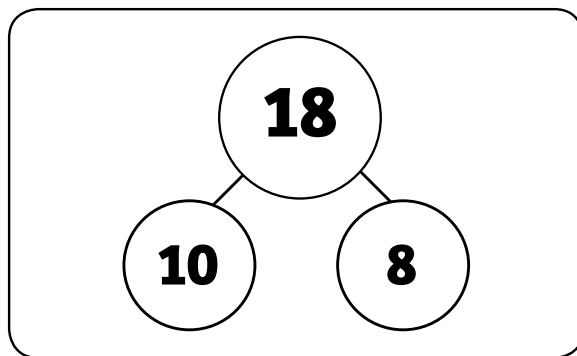
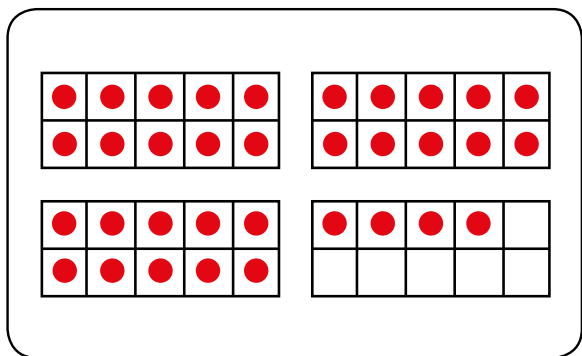


14

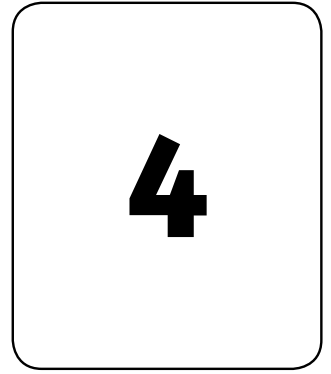
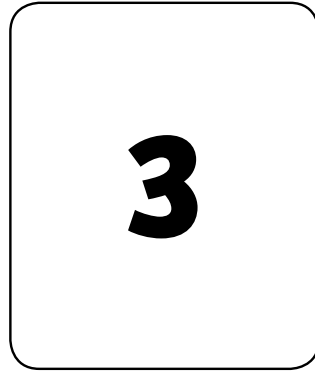
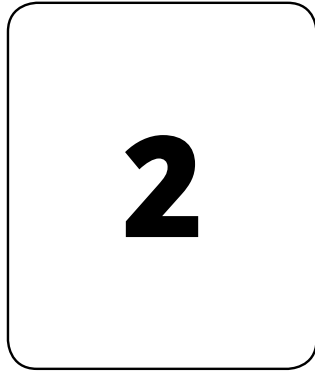
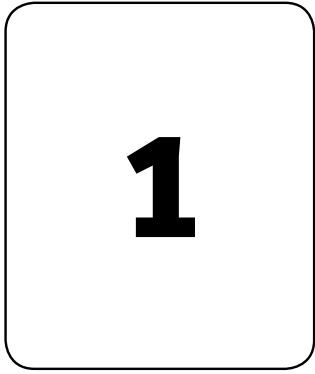
or

41

6. Match the equipment to the whole-part models:



7. Choose two cards.



Use your cards to make a 2-digit number.

Represent your number in 4 different ways.

A large, empty rounded rectangular box with a black border, intended for the student to write their answer.