Year 1 maths – Summer 2 Week beginning: 08.06.20

Theme	Lesson 1 (of 5) Finding ones and tens	Lesson 2 (of 5) Finding ones and tens	Lesson 3 (of 5) Comparing numbers	Lesson 4 (of 5) Comparing numbers	Lesson 5 (of 5) Comparing numbers
Factual fluency (to aid fluency)	Count forwards in tens from 0 – 100	Count backwards in tens from 100 – 0	Count in tens starting from chosen numbers e.g. 30: 30, 40, 50, 60, 70, 80, 90, 100	Count backwards in tens starting from chosen numbers e.g. 80: 80, 70, 60, 50, 40, 30, 20, 10, 0	Count in tens and ones to given numbers e.g. 34: 10, 20, 30, 31, 32, 33, 34
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge** LINK	**(Lesson 1 resources below)** **MAKING LINKS:** Last week we were looking at counting numbers to 100. **THINK: (support below)** Can you help me with this problem? My friend has made the number 56. What does the digit 5 in 56 stand for? What does the digit 6 in 56 stand for? Finished? Explain how you know that you are correct. **SEE: (model below)** See model below **DO:** Part 1: Use what you have learnt today to solve the problems below. Part 2: deepening	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday we started to recognise the value of each digit in a two-digit number. **THINK: (support below)** Can you help me with this problem? My friend has made a number using dienes. What digit do I write in the ones column if I have no ones? Finished? What would 1 less than this number be? What has changed? **SEE: (model below)** See model below **DO:** Part 1: Use what you have learnt today to solve the problems below. Part 2: deepening	**(Lesson 3 resources below)** **MAKING LINKS:** We have learnt about the value of tens and ones. A ten is made up of 10 ones. **THINK: (support below)** Can you help me solve this problem? My friends are having a cookie baking competition. Who baked the most cookies? Who is the winner? They have piled their cookies into groups of 10. Finished? How many would another child have had to bake in order to have the most cookies? **SEE: (model below)** See model below **DO:** Part 1: Use what you have learnt today to solve the problems below. Part 2: deepening	**(Lesson 4 resources below)** **MAKING LINKS** Yesterday we compared numbers by looking at the amount of tens and ones. A number with more tens is a greater number. **THINK: (support below)** Can you help me with this problem? My 3 friends all have different amounts of coins. Who has the most coins? Who has the least coins? How do you know? Our problem is on page 74 of your textbook. Look at it now. Finished? Explain the value of the tens and ones. **SEE: (model below)** Our problem and the solution is shown on pages 74-75 of your textbook or see model below. **DO:** Part 1: Use what you have learnt today to complete the questions on pages 84-86 of your workbook or answer the questions below. Part 2: deepening	**(Lesson 5 resources below)** **MAKING LINKS:** We have been comparing numbers by looking at the tens and ones. When the amount of tens are the same you need to compare the value of the ones. **THINK: (support below)** Can you help me with this problem? My 2 friends have made numbers using tens and ones. Which number is the greatest? Which number is the smallest? Our problem is on page 76 of your textbook. Look at it now. Finished? Write an addition equation for each number. **SEE: (model below)** See model below **DO:** Part 1: Use what you have learnt today to complete the questions on pages 87-89 of your workbook or answer the questions below. Part 2: deepening
Methods, tips, clues & checks	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.	See answer sheet below.

See below for resources to support you to THINK-SEE-DO

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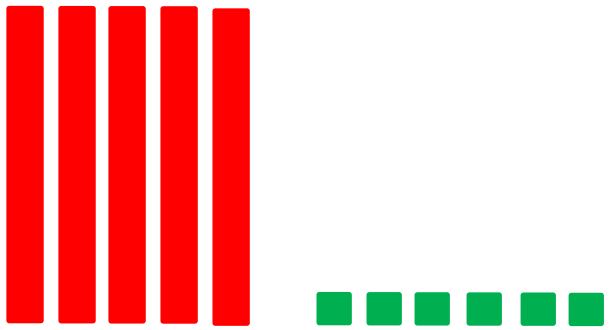
DAY 1 resources:

THINK:



56

DO:

Part 1:

1. Make 9 tens and 9 ones out of paper. Like these:

2. Draw a place value chart like this:

Tens	Ones

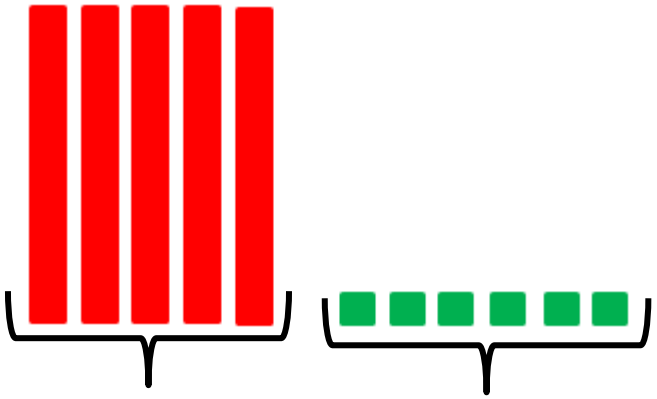
3. Think of a number between 40 and 100, like 67
4. Make the number with tens and ones
5. Write the digits in your place value chart

Part 2:

Deepening:

My friends thinks that 10 ones is the same as 1 ten. Are they right? Use a place value chart to show me.

SEE:

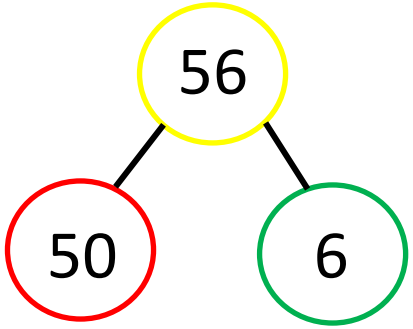


56

50

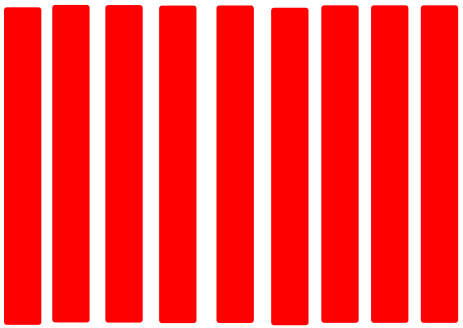
6

Tens	Ones
5	6



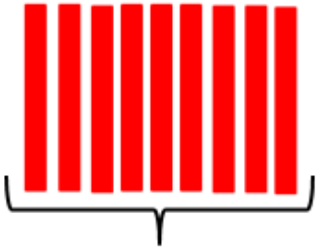
DAY 2 RESOURCES:

THINK:



Tens	Ones

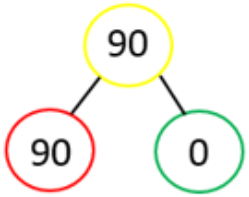
SEE:



90

90

Tens	Ones
9	0

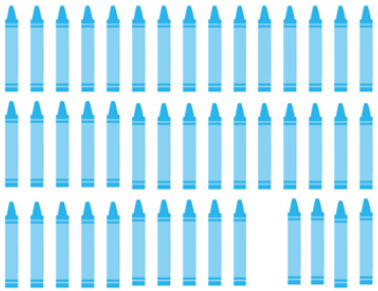


90 = 9 tens and 0 ones

If there are no ones to count then you write a 0 in the ones place.

DO: Part 1

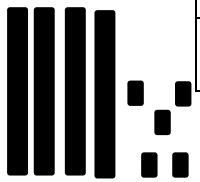
1. Group tens and ones. Draw to solve the problem.

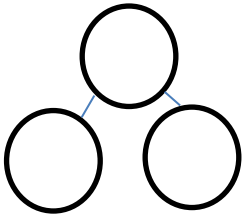


There are ☐ crayons.

2. Count in tens and ones.

Tens	Ones

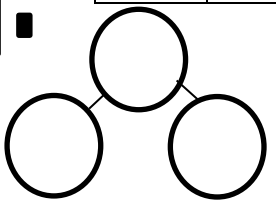




☐ = ☐ tens and ☐ ones

3. Count in tens and ones.

Tens	Ones

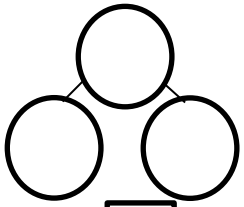


☐ = ☐ tens and ☐ ones

4. Write the missing numbers.

85

Tens	Ones



☐ = ☐ tens and ☐ ones

Part 2: Deepening:

Tens	Ones
3	1

My friend thinks that this place value chart shows the number 4. Are they correct? Why?

DAY 3 RESOURCES:

THINK:

Cat

Tom

DO: Part 1

1. Cut out squares of paper to make number cards.
2. You will need 2 sets showing numbers 1 to 9.

1	2	3	4	5	6	7	8	9

3. Use your number cards to make 2 numbers from 40 to 99.

Example: 5 6 6 6

4. Say which number is greater.
5. Say which number is smaller.

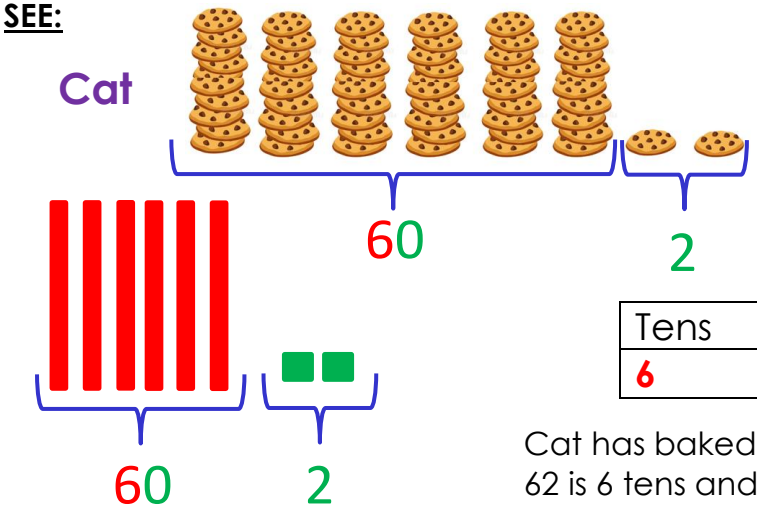
Part 2

Deepening:

How do you know that 72 is greater than 59?

SEE:

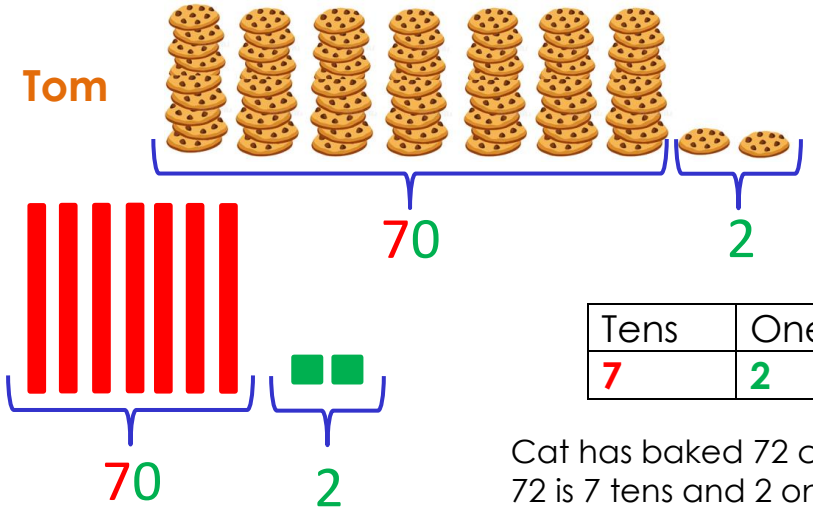
Cat



Tens	Ones
6	2

Cat has baked 62 cookies.
62 is 6 tens and 2 ones.

Tom



Tens	Ones
7	2

Cat has baked 72 cookies.
72 is 7 tens and 2 ones.

Tom has baked more cookies than Cat. 72 is more than 62.
7 tens is greater than 6 tens.

DAY 4 resources:

THINK: Our problem is on page 74 of your textbook.

Sam

Ruby

Charles

DO:

Part 1:

Complete the questions below or workbook pages 84-86.

Make or draw each number using tens and ones to help you compare.

1. Example:
   53 = 5 tens 3 ones 35 = 3 tens 5 ones
   53 is more than 35
   35 is less than 53

a) 71 = __ tens __ ones 48 = __ tens __ ones
   ____ is more than ____
   ____ is less than ____

b) 62 = __ tens __ ones 69 = __ tens __ ones
   ____ is more than ____
   ____ is less than ____

c) 89 = __ tens __ ones 98 = __ tens __ ones
   ____ is more than ____
   ____ is less than ____

2. Circle the greatest number.
   a) 74 54
   b) 76 82
3. Circle the smallest number.
   a) 69 56
   b) 33 24

Part 2

Deepening:

My friend has 2 number cards, 66 and 76, they want to know which number is greater.

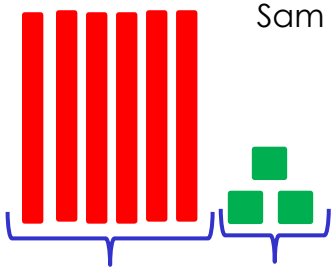
Explain to my friend how to work this out.

Use the words tens, ones, greater and smaller to help you explain.

SEE:

First look at the amount of **tens** each child has. If they have the same amount of tens then look at the amount of **ones**.

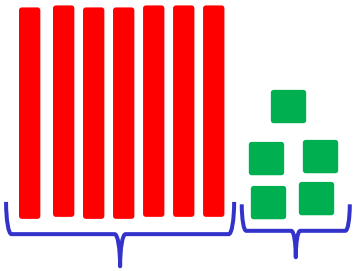
Sam



Sam has the least coins.

Tens	Ones
6	3

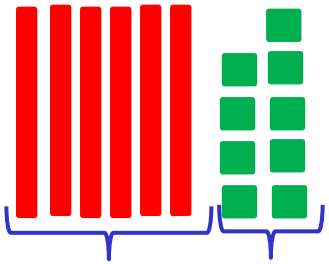
Ruby



Ruby has the most coins.

Tens	Ones
7	5

Charles



Tens	Ones
6	9

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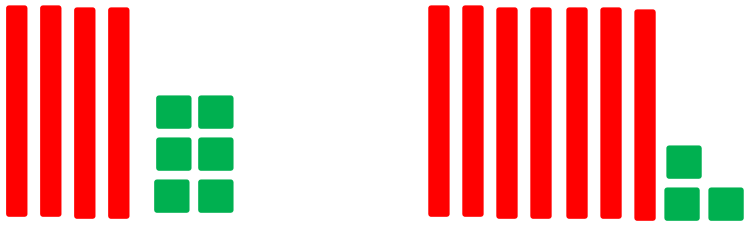
Day 5 Resources

THINK: Our problem is on page 76 of your textbook.



DO: Part 1

Complete the questions below or workbook pages 87-89.

1. Count. Write the missing numbers or letters.

Group A: 

____ tens and ____ ones

Group B: 

____ tens and ____ ones

Group C: 

____ tens and ____ ones

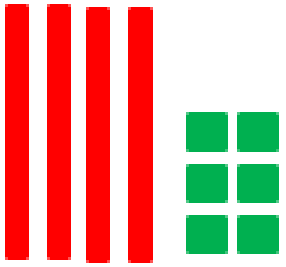
a) Group ____ has the greatest number of matchsticks.
b) Group ____ has the smallest number of matchsticks.

2. Circle the greatest number.
   a) 45 54 49
   b) 81 48 18
   c) 72 27 79
3. Circle the smallest number.
   a) 63 86 36
   b) 92 29 39
   c) 56 65 53
4. Arrange in order. Start with the smallest.
   a) 45 49 51 50
   b) 71 73 74 72
5. Arrange in order. Start with the greatest.
   96 69 67 97

Part 2 Deepening:

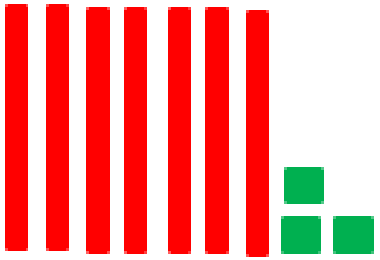
Choose 2 numbers between 50 and 100. Show these numbers in a part whole diagram, drawn as tens and ones and in a place value chart.
Say which number is more, say which number is less. Explain how you know.

SEE:



Tens	Ones
4	6

46 = 4 tens and 6 ones



Tens	Ones
7	3

73 = 7 tens and 3 ones

73 is more than 46

46 is less than 73

ANSWERS – part 1:

Day 1	Day 2	Day 3	Day 4	Day 5
Answers may vary depending on number chosen.	1. 44 crayons 2. 45= 4 tens and 5 ones 3. 62= 6 tens and 2 ones 4. 85= 8 tens and 5 ones	Answers may vary depending on numbers created.	**1a.** 71= 7 tens and 1 ones 48=4 tens and 8 ones 71 is more than 48 48 is less than 71 **1b.** 62= 6 tens and 2 ones 69= 6 tens and 9 ones 69 is more than 62 62 is less than 69 **1c.** 89 = 8 tens and 9 ones 98= 9 tens and 8 ones 98 is more than 89 89 is less than 98 **2a**. 74 **2b**. 82 **3a**. 56 **3b**. 24	**1.** Group a: 6 tens and 4 ones Group b: 7 tens and 2 ones Group c: 7 tens and 3 ones **a**. C **b**. A **2a**. 54 **b**. 81 **c**. 79 **3a.** 36 **b.** 29 **c.** 53 **4**.45, 49, 50, 51 71, 72, 73, 74 **5.** 97, 96, 69, 67

ANSWERS – deepening:

Day 1	Day 2	Day 3	Day 4	Day 5
Yes they are right. 10 ones is the same as one ten. **Tens** | **Ones** | **10** **Tens** | **Ones** **1** | **0**	No they are not correct. The place value chart shows 31. They added 3 and 1 together to make 4 by accident, but the digit 3 stands for 3 tens which is 30. 31 is 30 and 1.	72 is 7 tens and 6 ones 59 is 5 tens and 9 ones 72 has a greater number of tens so it is the bigger number.	They need to look at the tens and ones in each number and see which number has a greater number of tens. 76 has more tens than 66 so it is greater.	Answers may vary depending on numbers chosen.