Reasoning and Problem Solving
Step 3: Tens and Ones

National Curriculum Objectives:

Mathematics Year 1: (1N2c) Read and write numbers from 1 to 20 in numerals and words
Mathematics Year 1: (1N4) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Differentiation:

Questions 1, 4 and 7 (Problem Solving)
Developing Identify the missing parts of a partitioned number up to 15 in tens and ones. Using counters and Base 10 to compare.
Expected Identify the missing parts of a partitioned number up to 20 in tens and ones. Using Base 10 and numerals.
Greater Depth Identify the missing parts of a partitioned number up to 20 in tens and ones. Using a variety of pictorial representations, numbers written as words.

Questions 2, 5 and 8 (Reasoning)
Developing Find and explain the odd one out using knowledge of partitioning numbers up to 15 into tens and ones. Using counters and Base 10 to compare.
Expected Find and explain the odd one out using knowledge of partitioning numbers up to 20 into tens and ones. Using Base 10 and numerals.
Greater Depth Find and explain the odd one out using knowledge of partitioning numbers up to 20 into tens and ones. Using a variety of pictorial representations, numerals and words within the same question.

Questions 3, 6 and 9 (Reasoning)
Developing Explain who is correct using knowledge of partitioning numbers up to 15 into tens and ones. Using counters and Base 10 to compare.
Expected Explain who is correct using knowledge of partitioning numbers up to 20 into tens and ones. Using Base 10 and numerals.
Greater Depth Explain who is correct using knowledge of partitioning numbers up to 20 into tens and ones. Using Base 10, numerals and words within the same question.

More Year 1 Place Value resources.

Did you like this resource? Don't forget to review it on our website.

© Classroom Secrets Limited 2018

Tens and Ones

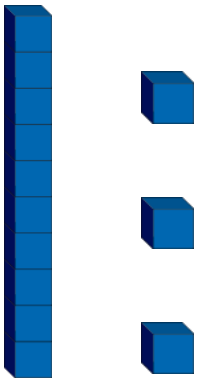
Tens and Ones

1a. Ted is drawing the number 12. What is missing?



D PS

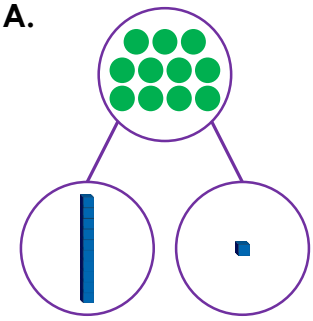
1b. Jim is drawing the number 14. What is missing?



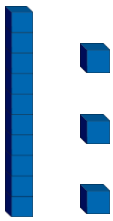
D PS

2a. Which is the odd one out? Why?

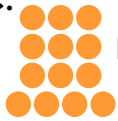
A.



B.



C.

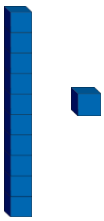


has 1 ten and 3 ones.

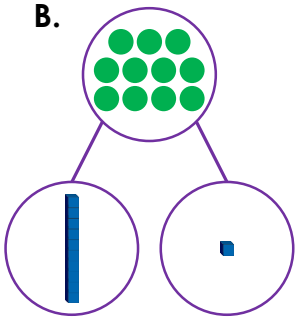
D R

2b. Which is the odd one out? Why?

A.



B.



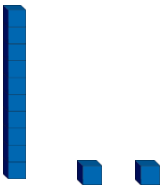
C.



has 1 ten and 0 ones.

D R

3a. Cath and Tom are making the number 14.





Cath

We need  more ones.

We need  more ones.



Tom

Who is correct? Explain how you know.

D R

3b. Rick and Kat are making the number 13.





Rick

We need  more ones.

We need  more one.



Kat

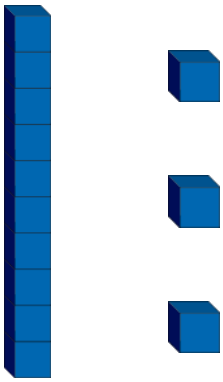
Who is correct? Explain how you know.

D R

© Classroom Secrets Limited 2018

Tens and Ones

4a. Fred is drawing the number 19. What is missing?



E PS

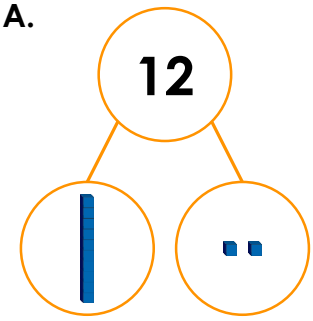
4b. Pete is drawing the number 11. What is missing?



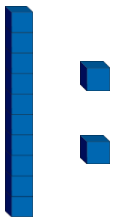
E PS

5a. Which is the odd one out? Why?

A.



B.

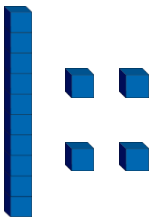


C. 11 has 1 ten and 1 one.

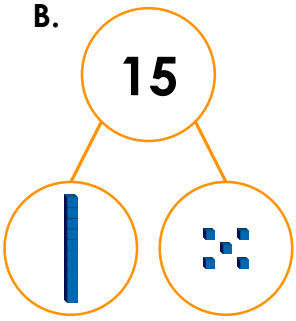
E R

5b. Which is the odd one out? Why?

A.



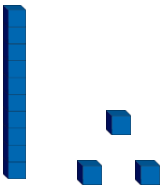
B.



C. 15 has 1 ten and 5 ones.

E R

6a. Holly and Paul are making the number 15.





Holly: We need 2 more ones.

Paul: We need 1 more one.



Who is correct? Explain how you know.

E R

6b. Pat and Shan are making the number 18.





Pat: We need 1 more one.

Shan: We need 1 ten.



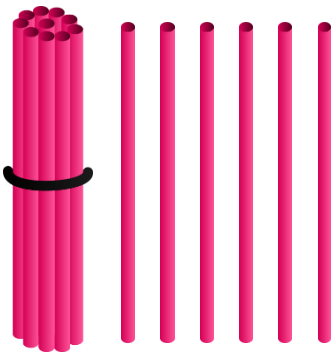
Who is correct? Explain how you know.

E R

© Classroom Secrets Limited 2018

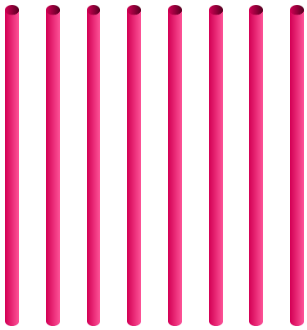
Tens and Ones

7a. Tara is drawing the number seventeen. What is missing?



GD PS

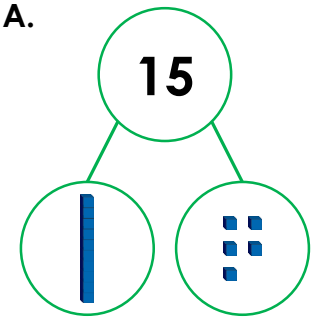
7b. Max is drawing the number eighteen. What is missing?



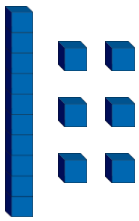
GD PS

8a. Which is the odd one out? Why?

A.



B.

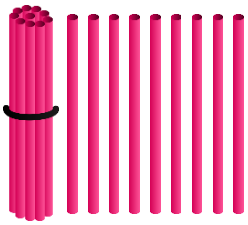


C. Fifteen has 1 ten and 5 ones.

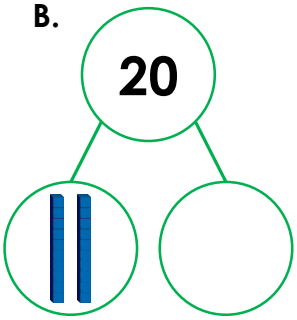
GD R

8b. Which is the odd one out? Why?

A.



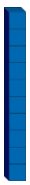
B.



C. Nineteen has 1 ten and 9 ones.

GD R

9a. Roz and Stan are making the number 20.





Roz: We need one more ten.

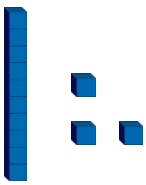
Stan: We need one more one.



Who is correct? Explain how you know.

GD R

9b. Jin and Emma are making the number 16.





Jin: We need three more ones.

Emma: We need four more ones.



Who is correct? Explain how you know.

GD R

© Classroom Secrets Limited 2018

Reasoning and Problem Solving
Tens and Ones

Developing

1a. 2 ones

2a. A because it has partitioned 11. Both B and C have partitioned the number 13.

3a. Tom is correct because 14 is the same as 1 ten and 4 ones. They already have 1 ten and 2 ones, so they need 2 more ones.

Expected

4a. 6 ones

5a. C because it has partitioned 11. Both A and B have partitioned the number 12.

6a. Holly is correct because 15 is the same as 1 ten and 5 ones. They already have 1 ten and 3 ones, so they need 2 more ones.

Greater Depth

7a. 1 one

8a. B because it has partitioned 16. Both A and C have partitioned the number 15.

9a. Roz is correct because 20 is the same as 2 tens. They already have 1 ten, so they need to add 1 more ten.

Reasoning and Problem Solving
Tens and Ones

Developing

1b. 1 one

2b. C because it has partitioned 10. Both A and B have partitioned the number 11.

3b. Kat is correct because 13 is the same as 1 ten and 3 ones. They already have 1 ten and 2 ones, so they need 1 more one.

Expected

4b. 1 one

5b. A because it has partitioned 14. Both B and C have partitioned the number 15.

6b. Shan is correct because 18 is the same as 1 ten and 8 ones. They already have 8 ones, so they need to add 1 ten.

Greater Depth

7b. 1 ten

8b. B because it has partitioned 20. Both A and C have partitioned the number 19.

9b. Jin is correct because 16 is the same as 1 ten and 6 ones. They already have 1 ten and 3 ones, so they need 3 more ones.

© Classroom Secrets Limited 2018