

**AT A GLANCE**  
 The children practise counting in 10s up to 100. They also practise saying teen numbers (13 -19) and ty numbers (20 – 90) correctly. They use this knowledge to play the Cup of Ty (tea) game.

**RESOURCES/PREPARATION**  
 100 lolly sticks (or straws or linking cubes bundled in to 10)  
 Hundred Square Plus (x 5)  
 Teen Number Cards (x 5)  
 Tens Cards (20 - 90) (x 5)  
 Ty Cup Activity Sheet (x 4)  
 Special Delivery Take Home Activity: Ty Cup Game (x 5)  
 Special Delivery Take Home Letter (x 5)

**ADAPTING THE LESSON**  
**Making it easier...**  
 Use a number track to order the ty or teen numbers.  
  
 Use the ordered ty and teen numbers to help with the Cup of Ty game.

**THINGS TO WATCH OUT FOR**  
 Say the teen numbers as thirteen, fourteen and not thirty, forty.  
  
 When counting in 10s, the number after 90 is 100 (the children may say 20).

**MATHEMATICAL LANGUAGE/VOCABULARY**  
 Number names of ty numbers: **twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety**  
 Number names of teen numbers: **thirteen, fourteen** etc.  
**13** is a **teen** number  
**30** is a **ty** number

**COUNTING: We are going to practise counting in 10s.**

Each child has an individual Hundred Square Plus.  
**Can you point to 20? 30? 70?**  
**What sound do we have at the end of these numbers?** (Say the numbers. Stress the ‘ty’ sound)  
**What do you notice about these numbers? What is the same? Different?**  
**They are multiples of ten. Some people call them the ty numbers or the tens numbers.**  
 Using lolly sticks bundled in ten.  
**How many bundles of lolly sticks do you think you can hold in 1 hand?**  
 e.g. 7 bundles  
**Can you say that as a ty number?** ( e.g. 70 seventy)  
  
 Each child picks up/is given a bundle of 10 lolly sticks at a time and they count in tens until they can hold no more.  
**What is happening to the numbers/amount each time as we count on in 10s?**  
**What is 10 more than 20....ten more than 50?**  
**How do you know?** (refer to the Hundred Square Plus)  
**What number is after 90 in our count?**  
**What number is after 100 in our count?**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103							

**MAIN LEARNING: We are going to look at the patterns in the teen and ty numbers.**

**Work with your partner to order these numbers from the smallest to the largest.**  
 You may wish to check their order with the Hundred Square Plus.  
  
 Line the Tens Cards up underneath the Teen Number Cards.  
 Look at the Tens Cards and discuss similarities and differences.

13	14	15	16	17	18	19	
20	30	40	50	60	70	80	90

Possible questions:

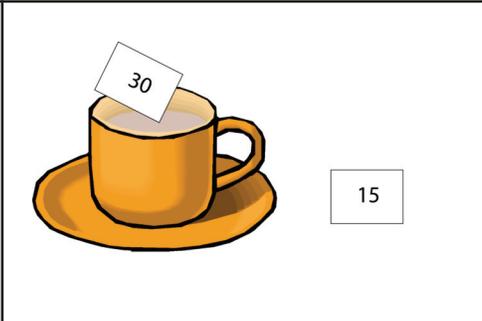
- **What is the same in these numbers?**
- **What is different?**
- **Can you see a pattern? What can you tell me about the pattern?**
- **What are we counting in?**
- **What do all these numbers have at the beginning/end?**
- **How do we say these numbers?**

Repeat with the Teen Number Cards. Say each number in turn, emphasising the teen or ty sound at the end of each number.

Place the other set of Tens Cards and Teen Number Cards in a pile lying face down. Read a number from this pile and each child in turn repeats the number and points to it on the ordered number track (as seen in the diagram.)

**USING WHAT WE HAVE LEARNT: We are now going to practise saying and sorting ty and teen numbers.**

Play the Cup of Ty Game in pairs (or individually).  
 Each pair has a set of teen and ty numbers.  
 Place all the Teen Number Cards and Tens Cards face down and spread them out.  
 Take turns in the pair to turn over a card and say the number correctly.  
 If it is a ty number, place it in the tea cup.  
 If not, place it to one side or in the saucer.  
 Throughout the game ensure the ty and teen numbers are pronounced correctly.



**TO FINISH: We are now going to think about our learning.**

Record a relevant example of today’s learning on the postcard or in their book. Discuss:

- **What have we been learning today?**
- **What skills did we use?**
- **What maths words/language have we been using?**

Celebrate successes within the lesson for each child. Complete a 1<sup>st</sup>Class postcard to share with other adults and / or for the working wall.



**Special Delivery Take Home Activity**  
 Special Delivery: Ty Cup Game  
 Discuss the games they could play at home.

**NOTES**

Blank area for student notes.