



1. Numbers to 50

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

Fluency:

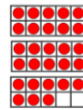
Use the number track to

- count forwards from 35 to 49
- count back from 46 to 38

35 36 37 38 39 40 41 42 43 44 45 46 47 48 49

Can you count from ___ to ___ without a number track?

These images both show the same number of counters. Which counters are easier to count? Why?



How many muffins are there?



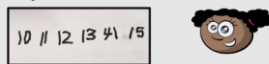
Problem solving:

Ron and Whitney are counting.

Ron says:



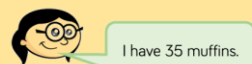
Whitney writes:



Can you spot their mistakes?

Reasoning:

Annie counts how many muffins she has.



Do you agree with Annie?

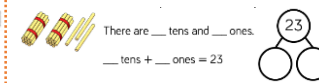
Explain your answer.

2. Tens and Ones

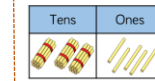
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Count out 23 straws. How many bundles of 10 can you make?



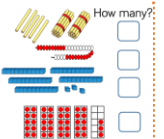
What number is represented in the grid?



There are ___ tens and ___ ones.
___ tens + ___ ones = ___

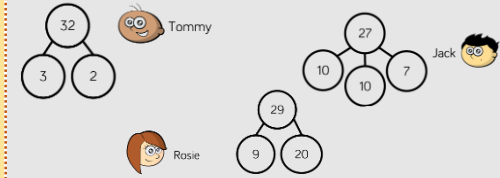
Match the pictures and words.

- Four tens and three ones
- Two tens and five ones
- Three tens and four ones
- Three ones and five tens



Problem solving:

The children are completing the part whole models:



Are they all correct? Why?

Reasoning:

Dora and Amir both try to build the same number.



Who is correct? Why?

3. Representing Numbers to 50

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

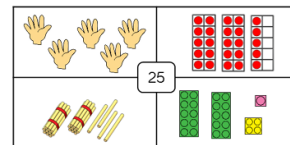
Fluency:

Complete the table

Number	Tens and Ones	Ten Frame	Straws	Words
26	2 tens 6 ones			Twenty-six
	___ tens ___ ones			Thirty
	___ tens ___ ones			
	___ tens ___ ones			Seventeen

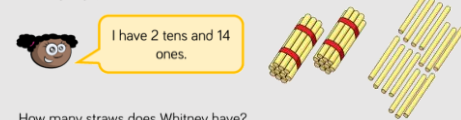
How many different ways can you represent the following numbers?
Here is an example for 25

- 34
- 28
- 40
- 16



Problem solving:

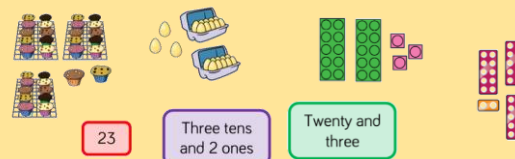
Whitney says,



How many straws does Whitney have?

Reasoning:

Sort the representations in to two groups.



Explain how you have sorted them.

Can you add your own representations?

4. One More and One Less

given a number, identify one more and one less

Fluency:

Fill in the blanks:

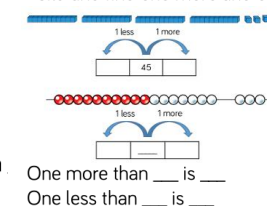


There are ___ donuts.

One more than ___ is ___

There are ___ donuts. One less than

Build and find one more and one less.



Find one more and one less:



One more than ___ is ___
One less than ___ is ___

Problem solving:

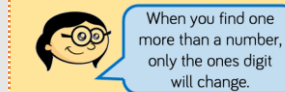
Choose the correct numbers to make the sentences correct.

28 26 33 45
36 43 35 49

- ☐ is one less than 27
- 34 is one less than ☐
- ☐ is one more than 44
- 50 is one more than ☐

Reasoning:

Always, sometimes, never...



Convince me using some examples.



5. Comparing Objects Within 50

use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Teddy and Eva each have some muffins.
Who has more muffins?
Which picture helps you to compare?



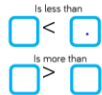
___ is more than ___

___ > ___

___ has more muffins.



Fill in the blanks:

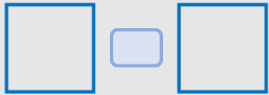


Problem solving:

Pick a card.



Draw pictures in the boxes to make the comparison true.

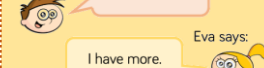


Reasoning:

Jack and Eva are playing a game.
They each collect a handful of cubes.
They arrange their cubes to see who has more.



Jack says: I have more.



Eva says: I have more.

Who is right?

6. Comparing Numbers Within 50

use the language of: equal to, more than, less than (fewer), most, least

Fluency:

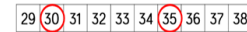
Use the number track to compare the two numbers using words and inequality symbols.



21 is ___ than 26

26 is ___ than 21

21 ○ 26 26 ○ 21



___ is more than ___

___ is less than ___

___ > ___ ___ < ___

Problem solving:

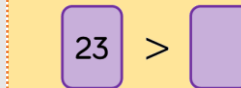
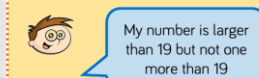
Dora compares the two values.



Change one thing in the values so they are equal.

Reasoning:

Teddy is comparing two numbers.



What could Teddy's number be?

What can't it be?

7. Ordering Numbers Within 50

use the language of: equal to, more than, less than (fewer), most, least

Fluency:

Order the base 10 from smallest to largest:



Using base 10, build and order from largest to smallest:

- 23, 49, 19
- 11, 33, 22
- 41, 14, 42, 24

Problem solving:

Spot the Mistake

12 > 21 > 33 > 35

Can you correct it?

Reasoning:

Find at least 5 different numbers that could complete the statement.



8. Counting in 2s

count in multiples of twos, fives and tens

Fluency:

How many socks are there?



There are ___ socks in total.

How many gloves are there?

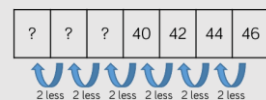


There are ___ gloves in total.

Represent the gloves using ten frames.

Problem solving:

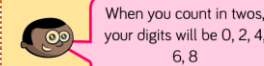
Count in 2s backwards to complete the number track.



If you continue counting, will you say the number 25?

Reasoning:

Always, sometimes, never...



Prove it!

9. Counting in 5s

count in multiples of twos, fives and tens

Fluency:

Continue counting in 5s on the grid.



Complete the number lines by counting in 5s.



Problem solving:

Amir is making this flower pattern with counters.

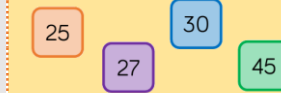


Do you agree with Annie?

Explain your answer.

Reasoning:

Odd One Out



Which is the odd one out? Explain your answer.

Vocabulary

compare	identifying if numbers or quantities are more, less or equal to each other
even	numbers which can be divided by 2, ending in 0,2,4,6 or 8
largest	the number or quantity which is the most
less	smaller than another quantity
more	greater than another quantity
number track	a grid containing numbers, similar to a number line
odd	numbers which can't be divided by 2, ending in 1,3,5,7 or 9
part-whole model	a model for representing parts that make up a whole number, often partitioned into tens and ones
smallest	the number or quantity which is the least
tens frame	a grid which can be filled with dots or counters to represent numbers to 10

count within 100, forwards and backwards, starting with any number

count within 100, forwards and backwards, starting with any number