

FINGERS IN TENS ON THE MAT

- Five friends each hold up both hands. That is five bundles of ten fingers.
- Say the tens as you point: **10**, then **20**, then **30**, then **40**, then **50**.
- The units digit stays **0** each time while the tens digit climbs 1, 2, 3, 4, 5.

WARM-UP

Shade the tens on the hundred square.

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

- Colour every number in the column that ends in 0.
- Start on 35 and count on one ten. Circle where you land.
- Start on 62 and count on two tens. Circle where you land.

PRACTICE

- Six pupils in the classroom hold up both hands. _____
Count the fingers in tens. How many fingers are there?
- The teacher shades tens on the hundred square while the class chants. After **50**, **60** and **70**, which ten is next? _____
- The class keeps counting tens for the school hall chairs. What ten comes after **70**, **80**, **90**? _____

? ALWAYS, SOMETIMES, NEVER

Always, sometimes or never true? Write A, S or N.

- Counting in tens from 10 gives the sequence 10, 20, 30, 40, 50
- When you count in whole tens the units digit is 0
- The tens digit stays the same as you count in tens
- Counting in tens on a hundred square moves straight down a column