

Thirteen, fourteen and fifteen

CURRICULUM ALIGNMENT

NUM.PVT.2a

understand that digits have different values depending on their place or position in a number.

INTERACTIVES **Ten Frame** · challenge, display, explore

WHAT THIS LESSON TEACHES

A teen number is one full ten and some extras beside it. The extras tell 13, 14 and 15 apart while the full ten stays the same.

→ 14 is ten and four more.

→ 13 has three extras; 15 has five extras.

MODEL THIS ON THE BOARD

CONKERS ON THE TEN-FRAMES

- 1 Look at the tidy pile of conkers for **14**.
- 2 Fill the first ten-frame right up to make the full **10**.
- 3 Place **4** extra conkers beside the full ten.
- 4 Say ten and four more makes **14**.

LESSON ARC

Open with two piles of conkers — one a full ten and some more, one a jumble — and steer talk to which pile is easier to read, without naming the teens yet. Walk three ten-frame snapshots in order (13, 14, 15), always pointing at the full ten first and saying "ten and ____". Pupils take turns building each number on the frames interactive, then write the three numerals in their copy with ten-and-three dots under 13. Class Challenge runs four brisk builds, the last two extras-only on a pre-filled ten. Close by naming what stayed the same and what changed.

TEACHING MOVES

1. **Getting Started.** Show the two conker piles for a few seconds of quiet looking, then take two or three hands-up answers. Steer toward "both piles have the same amount" and "the tidy pile reads as ten and some more". Do not name 13, 14 or 15 yet.
2. **Watch and Notice.** Work the three snapshots in order. For each: point at the full ten first, then the extras, write the numeral, and say "ten and three", "ten and four", or "ten and five". After 15, ask what stayed the same and what changed — keep the full ten untouched in the talk.
3. **Try It Together.** Call 13, then 14, then 15. The pupil at the board fills the first frame right up, then places the extras. Before Check, the class says "ten and ____" in unison. Rotate four pupils. When the extras match, celebrate out loud: "You didn't count them all — you read the ten and the extras!"
4. **Write 13, 14 and 15 in your copy.** Walk the row glancing at the three numerals and the ten-and-three dots under 13. One careful line is enough — this is whole-class copybook practice, not marking. The draw under 14 is optional for early finishers only.
5. **Class Challenge.** Keep the four builds brisk: 13, then 15, then 14 from a full ten (extras only), then 15 from a full ten. After each Check, ask "how many more than ten?" Class confirms before moving on — no re-teaching each build.

6. **What Did We Notice?** Listen for "they all have a full ten" and "the extras are 3, 4 and 5". Re-voice: "so the full ten stays put, and only the extras change the name." If a pupil only lists the numbers, prompt "what stayed the same on every frame?"

COMMON MISCONCEPTIONS

⚠ Pupils count every counter one by one up to thirteen instead of reading the full ten and the extras. Cover the extras with your hand. Ask "how many in this frame?" — ten, without counting. Uncover and count only the extras. Say: "You read the ten and the extras — you didn't count them all."

⚠ Pupils leave a gap in the first ten-frame, so it is not a full ten and the extras no longer tell the teen apart. Point at the empty space before any extras go down. "Is the first frame full? Fill every space first — then the extras can do their job."

⚠ Pupils write 13 but read it as "one and three", treating the digits as separate small numbers rather than ten and three. Rebuild 13 on the frames interactive beside the written numeral. Point: "this 1 is the full ten; these three extras are the 3. We say ten and three."

DIFFERENTIATION

EMERGING

- Pre-fill the full ten on the frames interactive so the pupil only places the three, four or five extras.
- Stay on 13 for the copybook moment — numeral plus ten-and-three dots; support 14 and 15 from the front.

DEVELOPING

- After the required dots under 13, draw ten-and-four under 14 and ten-and-five under 15 in the copy.
- On the extras-only Class Challenge builds, have them say the full "ten and ____" name before the counters go down.

PROFICIENT

- From a board already showing 13, ask: how many extras do we add to reach 14? To reach 15? Keep it as a quick teacher-narrated stretch at the IWB.

✂ **Cross-curricular:** Tie to an autumn nature walk — gather conkers and sort each handful into a full ten and the extras.

ANSWER KEY

Your turn · Write ten and how many more. A) 10 and 4 make 14 B) 10 and 5 make 15

Your turn · Draw the counters. A) draw 13 B) draw 14

Is it right? · That is 12. tick · That is 1. cross

Star challenge · Draw the counters. draw 15

EXTENSION SHEET · STRETCH ANSWERS

S1: 13

S3: 13

S2: 11

S4: 17