

Writing the teen numbers: the ten writes first

CURRICULUM ALIGNMENT

NUM.PVT.2a

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

INTERACTIVES **Number Line · challenge, display, explore**

WHAT THIS LESSON TEACHES

A teen number from 11 to 19 is one full ten and some more. We write the 1 for the ten first, then the extra ones.

→ 14 is one ten and four more: 14.

→ 16 is six steps past 10 and is written 1 then 6.

MODEL THIS ON THE BOARD

CORRECTING FOURTEEN ON THE BOARD

- ① A pupil wrote **41** for fourteen.
- ② Fourteen is one ten and four more, just past 10.
- ③ Write the ten first: put **1** then **4** to make **14**.

LESSON ARC

Open with 41 written for fourteen on the board and take three hands-up notices without correcting yet. In Watch and Notice, place 14, 16 and 19 just past 10 on the 0–20 number line while air-writing the 1 for the ten first, then the extras. Try It Together rotates pupils setting digit cards ten-first and dragging the marker for 12, 15, 17, 19 as the class air-writes. Copybook writes six teens carefully; Class Challenge is brisk place-and-check including the reverse-fourteen trap.

TEACHING MOVES

1. **Getting Started.** Show 41 labelled as fourteen. Take three hands-up only — listen for ‘the four is first because we say four-teen’. Do not correct; hold the swap for Watch and Notice.
2. **Watch and Notice.** On the 0–20 number line, place 14 just past 10. Say four-teen, then air-write 1 then 4. Revoice: we say the extras first in the name, but we write the full ten first. Repeat the same order for 16 and 19, asking which digit is the ten and which is the extras.
3. **Try It Together.** Rotate four pupils at the board. Each sets digit cards 1-first, then drags the marker for 12, 15, 17, 19. Whole class air-writes 1 then the extras after you say the name. Stop anyone who starts the air-write with the extras digit and revoice the ten-first order.
4. **Write teens in your copy.** Five minutes of careful formation of 11, 12, 14, 16, 18, 19. Walk the row watching only for a leading 1 on every teen. If you see 41 for fourteen, point silently at the leading-1 rule and let them rewrite; digit cards on the desk can build 1 then the extras before the pencil moves.
5. **Class Challenge.** Brisk place-and-check, not re-teaching. After each marker drag ask: which digit did you write first, and why? Use the reverse-fourteen item (someone wrote 41) to reopen the hook, and finish with ‘a ten and seven more’ so pupils build 17 from structure, not only from the spoken name.
6. **What Did We Notice?.** Ask why 14 starts with 1 when we say four-teen. Listen for ‘because it is a full ten and four more’. Revoice that line and head off anyone still arguing the 4 should come first from the spoken name.

COMMON MISCONCEPTIONS

⚠ Pupils write 41 for fourteen (or 61 for sixteen) because the spoken name starts with the extras part — four-teen, six-teen.

Return to the number line: place the marker just past 10, then rebuild with digit cards as 1 then 4.
Revoice: the name says the extras first; the digits write the full ten first.

⚠ Given 'a ten and seven more', pupils place or write 71 — they still order digits by the order they heard the numbers.

Hold up the digit cards and ask which card is the full ten. Put the 1 down first, then the 7, then drag the marker to 17 and count six steps? No — seven steps past 10.

⚠ Pupils treat 11 and 12 as special labels unconnected to 'ten and one more / ten and two more', so the ten-first rule feels like it only applies from 13.

On the line, show 11 and 12 sitting just past 10 exactly like 14. Air-write 1 then 1, 1 then 2 — same ten-first pattern as every other teen.

DIFFERENTIATION

EMERGING

- Keep digit cards on the desk: build 1 then the extras before any pencil write, and stay with 11, 12, 14 on the copy line while you support.
- Pre-place the marker at 10 on the line so the pupil only counts the extra steps and names the extras digit.

DEVELOPING

- After the six copybook teens, give two fix-the-swap pairs (41/14, 61/16) and ask which digit should lead and why.
- Say the structure only — 'a ten and eight more' — and have them write the digits before they hear the teen name.

PROFICIENT

- Ask: why does the spoken name put the extras first when the digits put the ten first? One copybook sentence, then air-write three teens to prove the digit order.
- Give reverse traps the class has not seen (81 for eighteen, 91 for nineteen) and have them place the real teen on the line and explain the swap.

✚ **Cross-curricular:** Link to PE warm-up counts: ten jumps, then four more — write the total as 14, ten first, before the next set.

ANSWER KEY

Your turn · Trace. The 1 goes first. A) trace 12 B) trace 15 C) trace 17

Your turn · Write the missing numbers. 13, 16

Is it right? · That is 11. tick · That is 1. cross

Star challenge · Trace. The 1 goes first. trace 19

EXTENSION SHEET · STRETCH ANSWERS

S1: 11

S3: 10

S2: 16

S4: 6