

Numbers to 20 on the hundred square: module review

CURRICULUM ALIGNMENT

NUM.PVT.2a

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

INTERACTIVES [Hundred Square · challenge, display, explore](#)

WHAT THIS LESSON TEACHES

A hundred square is a grid of numbers in rows of ten. Numbers from 1 to 20 fill the first two rows: 1 to 10 on the top row and 11 to 20 on the second row.

→ 1 to 10 sit on the top row; 11 to 20 sit on the second row.

→ 17 sits under 7; 14 sits under 4.

→ 16 is a ten and six more.

MODEL THIS ON THE BOARD

WHERE DOES 17 SIT?

- 1 Find 7 on the top row of the hundred square.
- 2 17 is ten more than 7, so it sits directly under 7 on the second row.
- 3 We say 17 is a ten and 7 more.

LESSON ARC

Reveal the full hundred square on the IWB and harvest three noticings, steering talk to the top two rows only. Model that 17 sits under 7 — its little friend — and read 11–20 aloud as ten and one, ten and two. Pupils take turns shading called numbers to 20, saying “ten and ____” before every teen. Copybook writes the second row in order; Class Challenge then runs brisk clue-and-shade turns before the Student Activity Book hand-off.

TEACHING MOVES

1. **Getting Started.** Reveal the full hundred square for the first time. Take three noticing answers only — rows of ten, numbers growing along a row, teens under the small numbers. If talk drifts below 20, point back to the top two rows and ask again.
2. **Watch and Notice.** Point at 7 on the top row, then straight down to 17. Pause before naming: ‘what sits in the gap?’ Link to the ten-frame they already know — 17 is a ten and seven more. Walk 11 to 20 aloud as “ten and one... ten and two...” and let the class join the chant.
3. **Try It Together.** Call numbers within 20 one at a time. Before any teen is shaded, hold for a full-class “ten and ____”. Rotate four pupils at the board; if a pupil hunts cell by cell, prompt first: top row or second row? Class agrees or corrects out loud — nothing is marked yet.
4. **Write the second row in your copy.** Count 11 to 20 aloud once before pencils move so order is secure. Walk the room glancing at numeral formation; slow writers only need the full sequence finished, not perfect digits on every number.
5. **Class Challenge.** Run about five brisk turns: shade 12; one more than 15; one less than 20; a ten and six more; shade 14. Before each shade ask ‘top row or second row — how do you know before you look?’ Check confirms; do not re-teach between turns.

6. **What Did We Notice?**. Keep 7 and 17 shaded. Ask what fills the gap between them, then re-voice: every teen sits under its little friend, a full ten later. Push for “ten and seven” rather than “just a bigger number”.

COMMON MISCONCEPTIONS

⚠ A pupil hunts cell by cell across the whole grid instead of choosing the row first — top row for 1–10, second row for teens.

Freeze the board and ask only ‘top row or second row?’ before any cell is touched. Once the row is named, the units digit pins the column.

⚠ Pupils treat 17 as ‘just a bigger seven’ and cannot say what sits in the empty gap between 7 and 17. Keep both cells shaded and run a finger down the column: the gap is one full row of ten. Rebuild 17 as a ten and seven more so the gap has a name.

⚠ When asked for a teen, a pupil shades its little friend (shades 6 for 16) or writes the digits reversed. Say the number as “ten and six” before shading. Point at the top-row 6, then drop one row — same column, ten later — so the teen and its little friend stay visibly paired.

DIFFERENTIATION

EMERGING

- Call only top-row numbers 1–10 for the first two turns so the pupil practises row-and-column finding before any teen appears.
- On the copybook row, provide a dotted 11–20 trace line; the pupil overwrites rather than generating the sequence from memory.

DEVELOPING

- After a shade, ask ‘who is this number’s little friend?’ or ‘what is ten more?’ so the column link is spoken, not just seen.
- Swap one Class Challenge clue for a missing-number prompt: ‘ten and ____ is 14 — shade it’.

PROFICIENT

- Stretch the last Class Challenge turn: shade a little friend and its teen together, then point to the ten that fills the gap.
- If the Student Activity Book page is finished early, write three more ‘ten and ____’ sentences in the copybook for 11, 15 and 19.

✂ **Cross-curricular:** Weave in Gaeilge number forms — a deich agus a sé — when the class chants 16 as ten and six more.

ANSWER KEY

Your turn · Write the missing numbers. A) 13, 15 B) 18, 20 C) 8, 18

Your turn · Ring the bigger number. A) ring 19 B) ring 15

Is it right? · Smallest to biggest. tick · 13 is bigger than 17. cross

Star challenge · Write the missing numbers. 4, 10, 16, 20

EXTENSION SHEET · STRETCH ANSWERS

S1: 11

S3: 9

S2: 6

S4: 15