

The language of unitising activities



1 Tens to ones

Say a number of tens. Students say the ones equivalent — four tens is forty ones.

“Four tens — how many ones? Six tens — how many ones?”

“How did you know without counting them all?”

2 Ones to tens

Say a number of ones (a multiple of ten). Students say the tens — sixty ones is six tens.

“Sixty ones — how many tens? Ninety ones — how many tens?”

“How many ones make one ten? So how many tens is this?”

3 Both ways, fast

Mix the two directions rapidly, and include ten tens as one hundred ones.

“Eight tens? Ten tens? Fifty ones? One hundred ones?”

“Which is quicker — converting, or counting them all?”

4 Non-example: restating, not converting

Say “thirty ones is thirty tens” (a restatement) or “three tens is three ones.” Ask whether that is a real conversion.

“Thirty ones is thirty tens — did they convert, or just repeat the number?”

“Three tens is three ones — count it: is three tens really three?”

The language of unitising – tens cards (say the ones)



1 ten

2 tens

3 tens

4 tens

5 tens

6 tens

7 tens

8 tens

9 tens

10 tens

The language of unitising – ones cards (say the tens)



10 ones

20 ones

30 ones

40 ones

50 ones

60 ones

70 ones

80 ones

90 ones

100 ones