

Teen and ty activities



1 Hold up the card you hear

Each student has their teen-ty card pairs face up. The teacher says one number from a pair; students hold up the matching card without speaking. Sometimes say it in a sentence.

"No calling out — just hold up the card you heard."

"Was it harder when I said it in a sentence? Why might you hear the wrong number in real life?"

2 Write what you hear

Dictate a mix of teens and their ty counterparts — 14, 40, 17, 70, 13, 30, 19, 90 — with no visual support. Students write each, then check against the board.

"Write what you hear, not what you expect to hear."

"Which pair was hardest? Say both aloud now — can you hear the difference?"

3 You say, I write, we check

In pairs, one student says a number; the partner says it back, then writes it; the first student confirms. Then swap.

"Before you write — say it back. Did I say the right one?"

"Why is saying it back useful — what does it give you that just hearing does not?"

4 Non-example: the always-ty guess

Model the guesser — "I was not sure if it was thirteen or thirty, so I wrote thirty; there is a fifty-fifty chance." Ask whether that is a good strategy.

"Is guessing the ty one a good strategy? If it was really thirteen, how big is the mistake?"

"What could you do instead — say it back, or use the context to check?"

Teen and ty — number card pairs



Print on A4. Cut out — one set per student. Each card shows the digit and the word together, with the ending underlined. Hold up the card you hear; keep each teen beside its ty partner.

13

thirteen

30

thirty

14

fourteen

40

forty

15

fifteen

50

fifty

16

sixteen

60

sixty

17

seventeen

70

seventy

18

eighteen

80

eighty

19

nineten

90

ninety

Teen and ty — write what you hear

Print on A4. The teacher reads numbers in random order — write each one (digit or word) in a box, then check against the cards.



1	2	3	4
5	6	7	8
9	10	11	12
13	14		