Grade: 2

Topic: Tens and Ones

Learning Objectives:

- Recognition of numbers in tens and ones.
- Grouping/Regrouping of numbers in tens and ones.
- Understand / Identify the number in tens and ones arrangement.

Day 1:

Duration: 40 min

Activity 1: Using Ice cream sticks – CRA.

LO: Recognition of numbers in tens and ones.
Grouping/Regrouping of numbers in tens and ones.

Suggested Strategies *(How am I teaching)*	Continuous Review *(How do I know they have learnt?)*	Resources (What do I need?)
Ice cream sticks is used for counting numbers. **Concrete Part:** • Select a particular number in random fashion and ask the students to count the number. **Verbal Representation:** • Teacher asks questions related to things that students use in class. The questions can be like what is the cost of the bag you have? How may tens and how many ones are there in the price? • If the students are feeling difficult they can use the ice cream stick also to separate. **Abstract Part:** • Ask them to group the sticks in tens and then ask the students to write how many ten groups are there and how many one group are there.	**Discussion:** 1. If there are ten chocolates in your hand and I give another fifteen chocolates, how many chocolates are there in your hand now in terms of tens and ones? 2. If there are 32 beads in your hand and I give 7 more, how many beads will be there in total and how many tens are there and how many ones are there? 3. Teachers can also ask the students about the things they have their price and then ask them to say in tens and ones.	1. Ice Cream Sticks. 2. Tens and ones chart. 3. Worksheets.

Duration: 30 min

Game 1: Using Ice cream sticks or Base 10 Blocks – GBL.

LO: Grouping/Regrouping of numbers in tens and ones.
     Understanding/ Identify the numbers in tens and ones arrangement.

Suggested Strategies *(How am I teaching)*	**Continuous Review** *(How do I know they have learnt?)*	**Resources** (What do I need?)
Here the ice cream sticks is used for counting numbers as a Game. The Base 10 blocks can also be used for this games which shows a clear view of ones and tens. **Game Based Learning:** **Instruction:** • The game is an iteration games where the participants can be 2 to 4 members. • Each student must have a Tens and Ones sheet and enough ice cream sticks or Tens and ones blocks from base 10 block kit. A dice is given common to all. • The teacher must set a target number that the students much achieve. For example: 50. • During the game the students must count the ice cream sticks based the number they get when rolling the dice during their chance. • When the count reaches 10 then ask the students to group them. So for every 10's the students must bundle them. • If they are using Base 10 blocks, then ask them to	**Observation:** • Teacher have to observe and analyses whether the student is counting the correct number of sticks with respect to the number in the dice. • Teacher can observe any new ideas the students were able to explore during the game and also ask questions based on it. How did you add those two numbers? **Peer Learning:** • Teacher can also ask the students to check each other that they have counted the numbers correctly.	1. Ice cream sticks. 2. Base 10 blocks. 3. Tens and ones chart

replace ten – 1's block with one – 10's block.		
• The student who achieve the target First is the winner.		

Day 2:

Duration: 25 min

Activity 2: Representation for Tens and ones using colours.

LO: Recognition of numbers in tens and ones.
Understanding/ Identify the numbers in tens and ones arrangement.

Suggested Strategies	**Continuous Review**	**Resources**
(How am I teaching)	*(How do I know they have learnt?)*	(What do I need?)
This activity of representing colours for tens and ones gives the idea of differentiation tens and ones. The students can know even the quantity of tens and ones. • To differentiate the tens and ones by their place values different materials with different colours can be used. For example: beads with different colours/ Coloured tiles (small)/ coloured cards in different shapes. • Take material with two different colour – one colour for tens and another colour for ones. • Teacher gives the questions to the student (two digit numbers) and the students must represent using the coloured material given to them. • For example: if beads are the material opted and if red is given for tens and black is given for ones. And if the number is given as 54 then the student have to place 5 – Red beads and 2 – Black beads.	**Discussion:** 1. How will you represent the number 58 using the beads? 2. How will you represent 6 tens and 3 ones using the beads? 3. How many red beads are needed for the number 85? 4. How many black beads needed to show number 28? 5. How many tens are there in number 9? 6. How many ones are there in number 50? 7. Show me a number with beads where it has same number of red beads and black beads and also write the number in the board?	1. Colour Beads. 2. Tens and Ones Chart. 3. Worksheet.

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	Worksheets:
- This can be separated with the help of the Tens and Ones chart. - This above said strategy can also be done by asking the students to differentiate the tens and ones using different shape and also colour them.	1. If '@' means tens and '*' is ones, how will you show the numbers 34 and 18?

Duration: 40 min

Activity 3: Using Money (Fake).

LO: Recognition of numbers in tens and ones.
     Grouping/Regrouping of numbers in tens and ones.

Suggested Strategies *(How am I teaching)*	Continuous Review *(How do I know they have learnt?)*	Resources (What do I need?)
The money cards are used to differentiate ones and tens in terms of money format which can help the students to know about the calculation in real life. - Take the money cards with ones(coins) and tens(notes) for the tens and ones representative (the tens and ones is first used to introduce the terms of tens and ones calculation). - Then given with some numbers to the students by the teacher, ask them to use the money cards to represent the numbers (in terms of tens and ones). - This representation can add up with some notebook to write the number of tens and the number of ones in their notebook. - To start with the numbers the teacher can start with to represent the numbers in one coins and then go for tens.	**Discussion:** 1. Can you show me Rs.74 with the given money? 2. Can you show me Rs. 37 and write on the board how much tens and ones are there? 3. How many Ten rupees' notes are there in Rs.56? 4. How many One rupee coins are there in Rs.67? 5. Can you show me Rs.8 with the money given to you and write down how many ten rupees are there in it? 6. Can you show me Rs.70 with the money given to you and write down how many one rupee are there in it?	- Money(Fake). - Worksheets

• The students can then be introduced about grouping ten 1's to one 10's.	7. Show any rupees which has 3 tens with it. Worksheets: 1. How can you write Number 69 in tens and ones? 2. 36= Three tens and _____ ones	