

TENS and ONES

CBSE, Maths, Class – II, Unit-8.

Ten is power but one is important for that

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Prior Knowledge:

- Numbers from 1 to 99
- Grouping Tens and Units.
- Single digit addition upto 20

Objectives:

Students should be able to

- Expands a number with respect to place values.
- Counts and regroups objects into tens and ones.
- Uses the concept of place value in the comparison of numbers.
- Counts in various ways like starting from any number and group counting, etc.

Resources Used:

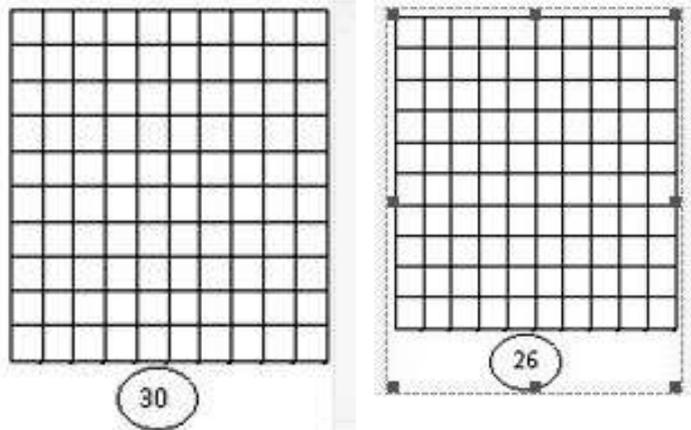
1. Beads, soda cap, play money/flash card, Spinning board, Cone shaped card, dice etc.,

ENGAGE

Teacher's Activity 1: (Count & Colour the Frames)

The teacher gives an activity sheet as shown below and asks the students to count and colour the frames as written. Tells the students that each column contains exactly 10 frames. So this will

help the students to count fast.



Students' Activity:

Each row and column contains 10 frames. The students have to count and colour the frames as per the number written below.

Assessment:

The teacher assesses the students by checking the activity sheet.

Teacher's Activity 2: (Paper cutting and grouping)

The teacher asks the students to take a paper and asks them to fold it twice and cut some pieces and again fold it and cut some more pieces and do this procedure again for two or three times. Now asks the students to count the number of pieces/shapes on the paper and group them as tens and ones.

For eg. If there are 18 pieces/shapes. The student has to group as 10 and 8.

Students' Activity: The students now count the

total number of pieces/shapes they have cut. And count them as a group of tens by marking in the paper and tell the remaining as ones.

Assessment: Teacher assesses the students by checking with the number of pieces on the paper.

Teacher's Activity 2a:

As a continuation, the teacher asks the students to tell the count they have got and the students have to write the same on the blackboard. Now the teacher separates the number as tens and ones.

Students' Activity: Now the students have to write the number as tens and ones in their notebook.

E.g.

Assessment: The teacher assesses the students by observing the students' work.

EXPLORE

Teacher's Activity 1: (Shopping game)

The teacher divides the class into a group of two members each, give them some play money of only ten rupees notes and one rupee coin (alternatively we can give flash cards written as 10's and 1's). Give an activity sheet containing the amount of some objects/toys (bag, book, vegetables, fruits, chocolates, biscuits, etc). One student should act as a grocery vendor and the other student a

Sl.No.	Name of the student	Number of pieces	Group of tens	Ones
1	Santhosh	18	10	8
2	Manibharathy	14	10	4

customer.

Note: The students should only give the exact amount as one's and ten's.

E.g. The price of a book is 25. The student has to give two 10 rupee notes and 5 one rupee coin.

Students' Activity: The student has to give the

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exact amount to the vendor to buy the objects and fill the same amount in the activity sheet. The teacher has to help the students if they are finding any difficulties while playing this game.

Assessment: Teacher assesses the students by evaluating the activity sheet.

Teacher's Activity 2: (Token/Chips game)

The teacher divides the class into two or three groups and gives them big token/chips and some small chips (Alternatively we can use soda caps/ bottle caps and beads). Now the teacher tells the students that the big chips are the tens (10's) and small chips are the ones (1's). He writes some two digit number on the board and asks the students to bring the exact value of chips(10's and 1's). Whoever comes first will be the winner for that round.

Students' Activity: The students discuss among the peer members and bring the exact value of chips to the teacher.

Assessment: Teacher assesses the students with the help of an activity sheet.

EXPLAIN

Teacher's Activity 1: [Fix the right pair]

Teacher divides the class into 2 or 3 groups. Gives them few sets of cards as shown below and ask the students to fix the pieces with the correct pairs.

Students' Activity: Students have to fix the numbers and frames as per the cards they get. From this the students are

able to find the number of tens and ones.



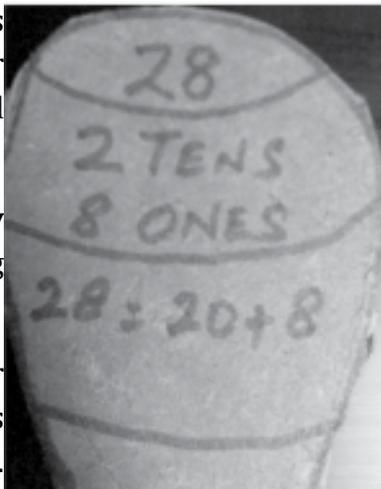
Assessment: The teacher assesses students by observing the activity of the students.

Teacher's Activity2: The teacher shows a video about tens and ones to the students.

<https://www.youtube.com/watch?v=uedvwH6Ay18>

[Teenage numbers – Tens and Ones]

Student's Activity: The students watch the video and learn the shortcut for separating tens and ones.



Teacher Activity 3: [Ice cone Making game]

The teacher divides the class into 2 or 3 groups. Then he shows a model (Ice cone) as shown below, it consists of three parts, first part contains number, second part has tens and ones and third part has expanded form of the number.

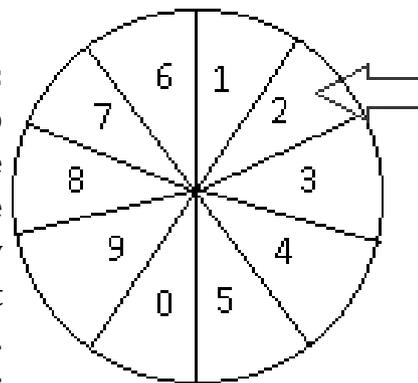
Student's Activity: The students have to cut the chart as shown by the teacher, then they have to write any numbers of their own and complete those three parts.

Assessment: The teacher assesses students by seeing the group activity and their work.

ELABORATE:

Teacher's Activity1: (Spinning game)

The teacher shows a spinning board as shown below. The student who scores the largest number is the winner.



Students' Activity:

The student has to spin the board twice and make a note of the number. Then they have to form a two digit number as they wish. But whoever forms the largest number is the winner.

Assessment: The teacher assesses the students by observing the students work. Here the students understand that the place value of ten is important for making the largest two digit number.

EVALUATE:

Evaluation is carried out with the help of a given worksheet.



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Assessment Worksheet - TENS and ONES

I. How much money do you need to buy the objects:

Class:2



Rs 23



Rs 40



Rs 12



Rs 33



Rs 42

II. Fill in the blanks:

1. $27 = 20 + \dots\dots\dots$

2. $53 = \dots\dots\dots + 3$

3. $\dots\dots\dots = 70 + 4$

4. $85 = \dots\dots\dots + \dots\dots\dots$

5. $\dots\dots\dots = 90 + 9$