

# Reading and Writing Numbers to 50

## Adult Guidance with Question Prompts



Children learn to read and write numbers to 50 both in numerals and words. In this activity, children will practise counting the flowers then writing the number in numerals and words.

Can you count the flowers?

Which is the greatest number?

Which numbers do you think are tricky to write in words?

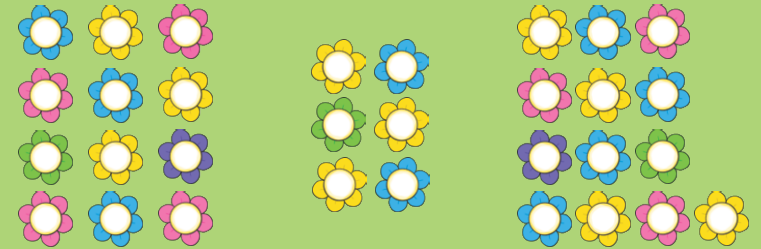
Which numbers do you think are easier to write in words?

What is one more/one less than \_\_\_\_\_?

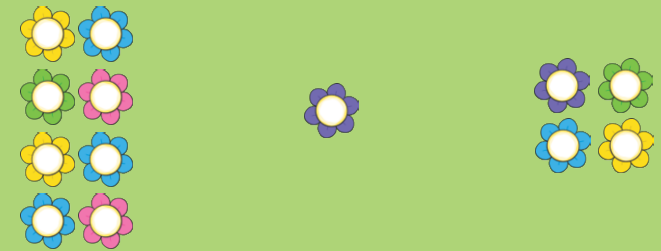
# Reading and Writing Numbers to 50



Count and write the number of flowers in the garden in numerals and words.



Numerals			
Words			



Numerals			
Words			

Can you write any other number words to fifty?

# Reading and Writing Numbers to 50

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Children learn to read and write numbers to 50 both in numerals and words. In this activity, children will use their reasoning to express whether numerals, words and representations have been matched correctly.

Which of Freddy's answers are correct? How do you know?

Which are wrong? How do you know?

What mistakes did Freddy make?

Can you explain his thinking?

Can you correct Freddy's mistakes?

Which numbers do you think are tricky to write in words?

Can you think of a way to help Freddy remember the words that he got wrong?

Which numbers do you think are easier to write in words?

What is one more/one less than \_\_\_\_\_?

Which is the greatest number? Can you explain how you know?

# Reading and Writing Numbers to 50



Freddy says that he has correctly filled in the missing sections of the table. Do you agree? Explain how you know.

Quantity	Numeral	Number in Words
	41	fourteen
	22	two-twenty
	19	nineteen
	305	thirty-five
	40	fourteen
	49	forty-nine

# Reading and Writing Numbers to 50

## Adult Guidance with Question Prompts



Children learn to read and write numbers to 50 both in numerals and words. In this activity, children will use their understanding of place value to create numbers with a specific criteria and then write these numbers both in numerals and words.

Which numbers do you think are tricky to write in words?

Which numbers do you think are easier to write in words?

What is one more/one less of \_\_\_\_\_?

Which is the greatest number? How do you know?

Which is the smallest number? How do you know?

How are 15 and 50 different? Can you show me?

What other numbers could you have made with 2 ones?

Can you find them all?

What other numbers could you have made with 4 tens?

# Reading and Writing Numbers to 50



Write a number in numerals and words with:

	Numeral	Number in Words
0 tens		
2 ones		
5 tens		
3 ones		
4 tens		
9 ones		
1 ten		
8 ones		
4 tens		
7 ones		
2 tens		

Order the numbers from the smallest to the greatest.

How many possible numbers could you have had?

# Reading and Writing Numbers to 100

## Adult Guidance with Question Prompts



Children learn to read and write numbers to 100 both in numerals and words. In this activity, children complete the table by adding the number in numerals and in words. Then, they match up the numbers to the correct representation. It would be useful if the children had access to concrete manipulatives.

What does representation mean?

What does numeral mean?

What is this number (point to a numeral)?

Can you write it in words?

What is this number (point to the word)?

Can you write it in numerals?

What does this representation show?

How do you know?

Can you find which number this matches up to?

How else could you represent that number?

# Reading and Writing Numbers to 100



Complete the table and match up the numbers to the correct representation.

Numeral	Word
	fourteen
76	
	one hundred
31	
	sixty-nine
56	
	eighty-six

Representation
6 tens and 9 ones
7 tens and 6 ones

Can you represent the numbers in a different way?

# Reading and Writing Numbers to 100

## Adult Guidance with Question Prompts



Children learn to read and write numbers to 100 both in numerals and words. In this activity, children will use their understanding of numbers as numerals to reason whether a statement is correct. They will also solve a problem and write the answer in both numerals and words. It would be useful if the children had access to concrete manipulatives.

What number do the ten-frames show?

How do you know?

What number has Seth written?

Is he correct?

What mistake has he made?

How many dinosaurs are in a jar?

And how many dinosaurs are not in a jar?

How could you count the dinosaurs in the jars?

What does altogether mean?

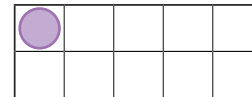
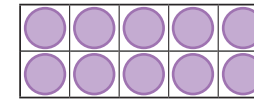
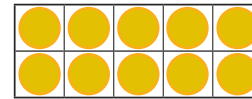
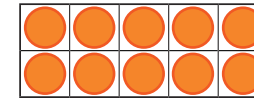
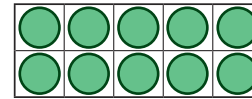
How many dinosaurs are there altogether?

Can you write this number in numerals and words?

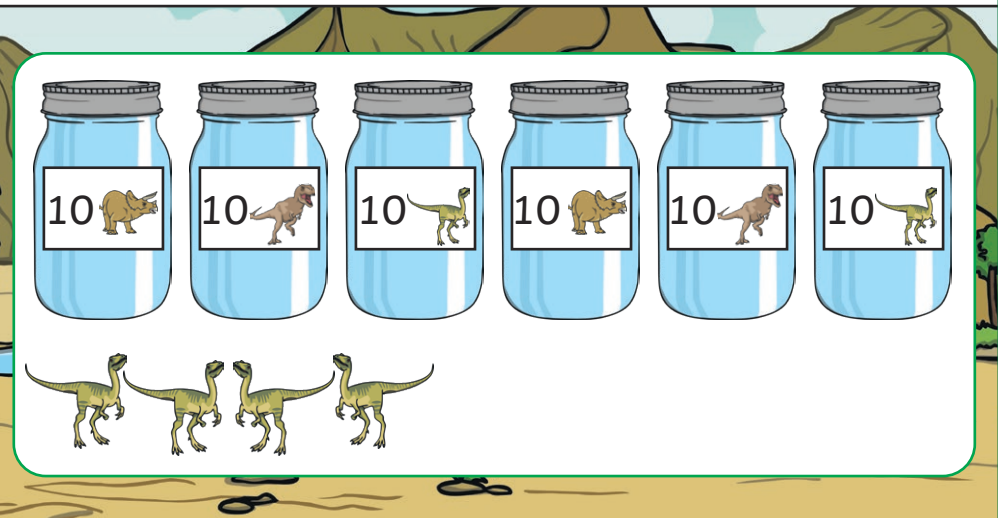
# Reading and Writing Numbers to 100



Seth says he has 14. Is he correct?  
Explain your answer.



There are 10 dinosaurs in each jar.



How many dinosaurs are there altogether?

Write your answer in numerals and words.

## Reading and Writing Numbers to 100

### Adult Guidance with Question Prompts



Children learn to read and write numbers to 100 both in numerals and words. In this activity, children will create as many two-digit numbers as possible from a set of cards – writing them in both numerals and words. They then go on to make a similar challenge for a partner.

**What does two-digit mean?**

**What digits do we have?**

**How can we make sure we find them all?**

**Where should we start to work systematically?**

**Now pick 4 numbers for your partner to use.**

**How can you check they have found them all?**

**What can you use to help check they are correct?**

## Reading and Writing Numbers to 100



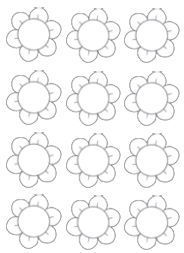
How many two-digit numbers can you make using these cards?



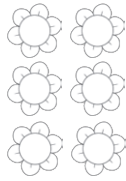
Write them in numerals and words.

Now choose 4 numbers for a partner. Can they write them correctly in numerals and words?

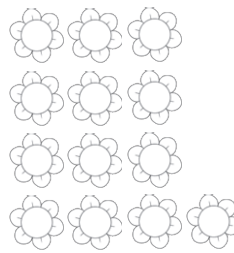




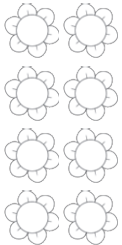
<b>12</b>
<b>twelve</b>



<b>6</b>
<b>six</b>



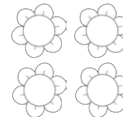
<b>13</b>
<b>thirteen</b>



<b>8</b>
<b>eight</b>



<b>1</b>
<b>one</b>



<b>4</b>
<b>four</b>

Corrections in bold. Children should give reasonable explanations as to why the mistakes were made. e.g. with 14, the 1 and 4 got switched around to make 41.



Quantity	Numeral	Number in Words
	<b>14</b>	fourteen
	22	<b>twenty-two</b>
	19	nineteen
	<b>35</b>	thirty-five
	40	<b>forty</b>
	49	forty-nine

Various answers are possible.





Numeral	Word	Representation
<b>14</b>	fourteen	
76	<b>seventy-six</b>	
<b>100</b>	one hundred	
31	<b>thirty-one</b>	6 tens and 9 ones
<b>69</b>	sixty-nine	
56	<b>fifty-six</b>	7 tens and 6 ones
<b>86</b>	eighty-six	

**Seth is incorrect. The ten-frames show 41 (forty-one). Seth has put his digits in the wrong column and written fourteen instead.**



**64**

**sixty-four**





<b>14</b>	<b>fourteen</b>
<b>18</b>	<b>eighteen</b>
<b>19</b>	<b>nineteen</b>
<b>41</b>	<b>forty-one</b>
<b>48</b>	<b>forty-eight</b>
<b>49</b>	<b>forty-nine</b>
<b>81</b>	<b>eighty-one</b>
<b>84</b>	<b>eighty-four</b>
<b>89</b>	<b>eighty-nine</b>
<b>91</b>	<b>ninety-one</b>
<b>94</b>	<b>ninety-four</b>
<b>98</b>	<b>ninety-eight</b>