

Counting forward and backward in tens

CAPS

TERM 3

L1

*[10 ten-dot strips, single digit strips]***Whole class:**

- Begin by explaining to the class what a ten-dot strip is, emphasizing that when they see the ten-dot strip, they do not need to count all the dots.
- Continue to explain that you will be counting on in tens. For example, counting-on in tens on the multiples of ten (10, 20, 30) and counting-on in tens off the multiples of ten (3, 13, 23).
- Then get the children to count in 10's from 10 up to 100 as you place ten-dot strips one-at-a-time on the board – underneath each ten strip write the numbers from 10, 20, 30 until 100.
- After the class counted all the ten-dot strips to 100 ask them how many ten strips were placed on the board. Encourage the class to see that ten 10s make up 100.
- Now the class will count backwards from 100 to 10. Begin removing one ten-dot strip at a time whilst the children count backwards from 100 – then after the last strip is removed write zero on the chalkboard.
- Now, place a four-dot strip on the board. Ask children how many dots they see.
- Place ten-dot strips alongside the four-dot strip, one-at-a-time and let the class count in 10's from 4, example: 4, 14, 24, until 104.
- Then continue to pose questions like 'so what is ten more than 64?' or 'If I am at 84 what happens when I count backwards in ten?'
- You can then prepare the following number pattern for learners to complete:
4, 14, __, 34, 44, __, __, 74.
- Do another example starting from a different single digit number.
- Get children to record the number sequence.
- Ensure that children are not counting in 1's.
- Children can then do similar sequences using different single-digit numbers and these sequences can be recorded.

What to look for:

- Children can **say** the numbers starting from 10 counting in 10's up to 100 and say the numbers counting backwards from 100.
- Children can **record** the sequence of numbers by filling in the missing numbers for example: 4, 14, __, 34, __ ...