

Place value to 50

Your child will be dealing with place value to 50 over the next few days.

Game 1: Clap and stamp

To begin, have your child count forwards beginning at 1, clapping his/her hands as s/he says each individual number. Blow a whistle or beat on a drum or biscuit tin lid. At this sound your child must count backwards from the number s/he said last, stamping his/her feet as s/he counts each individual number.

Game 2: Clap, tap

Ask your child to count in tens from 10 to 100. As s/he says each decuple, have him/her alternate from clapping a number to tapping a number. For example: S/he will say 10 (clap), 20 (tap), 30 (clap), 40 (tap), etc.

Game 3: Blast off!

Ask your child to count to 50 beginning at 1. Each time s/he says a decuple (10, 20, 30, 40, etc.), s/he shouts 'Blast off!' and mimics blasting off like a rocket using their hands.

Game 4: Guess my number!

Write a number between 1 and 50, e.g. 37, on an A4 sheet of paper or any paper that is to hand. Hide the number behind a box and slowly push the number up over the box. Stop when part of the number can be seen by your child. Have your child guess what the number might be. If your child fails to recognise the number, show a little more of it until such time as s/he calls out the correct number.

Game 5: Number detectives

Have your child act as a detective and examine a number between 1 and 50. Encourage him/her to come up with as many facts as possible about the number, e.g. number 35:

- It is made up of a three and a five / 3 tens and 5 units.
- It comes just after 34.
- It comes just before 36.
- It is an odd number.
- It is 3 greater than 32.
- It is 3 less than 38, etc.

Making tens using money

Place 50 real 1c coins, if they are to hand, on the kitchen table/floor/chair. Keep five 10c coins near you so you can act as banker. Ask your child to count out the 1c coins until s/he has a set of 10 coins. Encourage your child to now say: I must swap my ten 1c coins for one 10c coin. As the banker, you can make the swap or exchange. Then reverse the roles with your child.

Variation: Ask your child to give you different amounts of money from 11c to 50c using the least amount of the coins on the table, e.g. 43. S/he must give you four 10c coins and three 1c coins. This should help his/her understanding of tens and units.

Now ask your child:

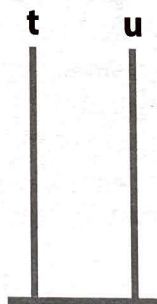
- How much money is there altogether?
- How much money is there in the four 10c coins? (40c)
- How many loose cent coins are there? (3)

So, 43 is made up of four 10c coins and three 1c coins or $43 = 40 + 3$. Do this with other amounts of 1c coins from 11c to 50c, ensuring that your child swaps ten 1c coins for a 10c coin each time.

Notation board

Make a simple notation board as on page 75 of the pupil's book. Be sure to have only nine divisions in it because when you have 10 counters in the units place you must swap them for a ten – just as you would swap ten 1c coins for a 10c coin. Ask your child to show different numbers from 1 to 50 on the notation board using coins: 1c coins go in the units column and 10c coins go in the tens column. Then change to using counters as done on **Sheet 14** earlier.

The activities outlined above for the notation board can be repeated on the abacus. First of all, ask your child to make numbers 1–9 on the abacus, next ask him/her to make 10 on the abacus, and finally to make numbers up to 50.



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