

## DIFFERENTIATING BETWEEN –TY AND –TEEN NUMBERS

Activities for pupils who have difficulty differentiating between numbers ending –ty and numbers ending –teen:

Make sets of cards with the following numbers: 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90

Have the pupils sort them into two groups, *-teen* numbers and *-ty* numbers.

Look at all the numbers in the *teen* group. Talk about how these numbers all come between ten and twenty, that they are the *teens*, emphasising the *-n* at the end of the word, and relating them to the word *teenagers*, i.e., young people whose age has *-teen* at the end. Discuss the ages of any sisters, brothers, cousins, etc., who are teenagers.

Now look at the *-ty* group. Talk about how they all have a zero.

Take pairs of numbers 13 and 30, 14 and 40, etc. For each emphasise the different way each word is said – *thirteen* has the emphasis on the second syllable and there is an *n* at the end; *thirty* has the emphasis on the first syllable and no *n* at the end. Go through each pair of numbers together, exaggerating their different pronunciations.

Have word cards with the number words on. Point out the difference in the way the word ending are spelled.

Now have the pupils match the numbers with the number words.

Reinforcement activities:

-Have half of the number pairs scattered randomly (on a table, floor, blu-tacked to the wall, etc.) and give instructions *Find thirty; seventeen*, etc.

-Have two sets of number cards. One pupil has a full set, the other is scattered (as above.) The pupil with the full set takes one card at a time, from a face-down pile in random order) and gives the instruction to another pupil to find the matching number (without showing the number.) Take turns.

- Bingo with *-teen* and *-ty* numbers.

- Pelmanism, matching the number with the word.