

# Make 48 four ways

A 10-minute place-value task for primary teachers and teaching assistants. Invite pupils to draw, write or explain. Use paper and a pencil; base-ten equipment is optional.

## 1. Build it

Show 48 using tens and ones. Label your drawing.  
How many tens? How many ones?

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## 2. Exchange it

Exchange one ten for ten ones. Keep the total at 48.  
Now I have \_\_\_\_\_ tens and \_\_\_\_\_ ones. Show why it is still 48.

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## 3. Find another way

Write two different calculations with an answer of 48.  
Try one addition and one subtraction.

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## 4. Convince me

Sam says: "48 is the same as  $4 + 8$ ." Do you agree?  
Explain what the 4 means in 48.

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## Teacher notes

Look for: 4 tens and 8 ones; after one exchange, 3 tens and 18 ones. Possible calculations:  $40 + 8$  and  $50 - 2$ . Sam is incorrect:  $4 + 8 = 12$ ; the 4 in 48 represents 40. Ask pupils to connect their drawing to their explanation.

Adapt: begin with 18. Extend: find every tens-and-ones representation of 48 using whole tens and ones. Include 0 tens and 48 ones.

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