Addition & Subtraction Workshop

Year 1&2



Outline of session

- Unpack the language used with Addition & Subtraction
- Develop an understanding of Curriculum Expectations
- Develop a shared understanding of the how to support your child at home
- Investigate activities/ games that can be played

Victorian Curriculum

- Foundation. Subitise small collections of objects
 Represent practical situations to model addition and subtraction
- Year 1. Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts
- •Year 2. Explore the connection between addition and subtraction. Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Count and order small collections of Australian coins and notes according to their value

Solve problems by using number sentences for addition or subtraction

•Year 3. Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.



Count on year 1

To move to this we need to cover(hide) one of the parts being added (put in our head)

Students need to be able to break the count when counting to do this.

Start the biggest number and count on.

- Eg: 2+7=9
- We would start at 7 and count on 2.



Number lines help keep track of our counts



Commutativity (turn arounds) Year 1

If you spin around addition equations you get the same answer.

 This shows children the <u>commutativity</u> of addition equations.





✓ Dominoes✓ Magic Beans



Think big count small

Think Big, Count Small



Doubles



Doubles



Near Doubles card



Doubles Game



Doubles

• Doubles 1-10 (year 1)

Year 1 students can work on recalling their double facts.



Use the dominoes to find all the doubles. Can you work out these?

What about those that are near doubles ? (Yr2)



Tens Facts Year 2

Ten frames are also useful for showing rainbow 10 facts.



Magic beans

- Place 10 beans into the container.
- Cover , shake and pour out onto table

- How many gold? How many white ?
- How many altogether?
- Repeat



Go Fish

- Cards- deal 5 each.
- Aim: To get the most pairs of 10



- Ask "have you got a6 (To go with 4 to make 10?")
- Extension: use two cards to make a 2 digit number. Ask for To go with 2 digit number to build to nearest 10 or 100

Adding 10 Year 2

- When we add ten, the ones number stays the same.
- 2+10=12 6+10=16
- 3+10=13 7+10=17
- 4+10=14 8+10=18
- 5+10=15 9+10=19



Adding 10 Year 2

Initially learning to add ten will involve linking place value understanding with addition



10 plus

• First to say 10 +after card is flipped wins card.





10+4=14

Extending and applying strategies Addition of two digit numbers

How might you solve this

25 + 31

Some will use place value- expanding the numbers and adding the tens and the ones

Some may jump in multiples of 10 and add the ones

We show thinking on an empty number line.



Build to 10

• When adding 7,8,9 we can add 10 and compensate.



9+5 = 10+4 <u>These will help you solve other problems:</u>

9+8=17 helps 90+80=170 900+800=1,700

9+8=17 helps 49+7=57 79+8=87

Extending and applying strategies



Build to the next ten

Extending and applying strategies



Build to the next ten

Extending and applying strategies



Count on but with tens and ones

Number sentences

https://www.youtube.com/watch?v=DQj96J-W43Q

Deal out 7 cards face up.

One player choses 3 cards that they can use to make an addition or subtraction statement .

If they add, partner has to add.

If partner cant make a statement, cars o to bottom of pile and player who made the first statement collects the 3 cards, these are the score

Subtraction

- Strategies as for Addition
- Count all- foundation
- Count back- year 1
- Count up to/ down from Year 1/2
- Doubles- year 2
- Ten facts year 2
- Build to 10 9 bridging 10) year 2
- Adding 10 year 2

Subtraction Track

Write numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 across paper

Roll two dice and cross off the difference between the two . First to cross off all numbers is the winner.

Count all/ take away Foundation

Using materials to model adding and subtracting. (stories/recording/picture/materials)

- Build to 5- make and break 5 in many ways. List and record.
- 5+0
- 4+1
- 3+2 etc.

Small doubles 0-5 (using tens frames/ bunny ears)

Count Back

• Count back from the *largest* number

•8-3=5



•Count back when the difference is <u>small</u>

Count Up To

• Count up to the largest number *from the smallest number*

•18-15=3



•Count up when the difference is large

Subtraction – finding the difference

• <u>Count down to:</u>

- Beginning at the total, count down to the number being taken away. The answer is the number of steps this takes.
- For example, 18-13 start at 18 and count down to 13, 17, 16, 15, 14, 13= 5 numbers counted back

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<u>Count up from:</u>

- Beginning at the number being taken away, count up to the total. The answer is the number of steps this takes.
- For example, 21-17 start at 17 and count up to 21. *18, 19, 20, 21* = **4 numbers counted up**



Knowing the tens facts can help you with 10-4

I know this because 4 and 6 make 10

Doubles

12-6

I know that 6 and 6 or double 6 makes 12 so 12-6 must be 6



I know 34-10

And this helps, me with 34-10 or 34-20

Bridging 10 (year 2/3)

I know 13-4

Because I know 13-3 =10 and i need to take 1 more as 4 is one more than 3 So its 9

Count back to the nearest tens number, then its easy to take away what is left.

E.g.. 11-3=

- First do 11-1=10
- Then 10-2=8 (tens fact)

Thrice Dice

THRICE DICE Materials 1 days different satured materies for each player. Agene for 2 if payer material in a row, Mark 10 player days reaction in a row,								
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	18	8	9	10	11	12	13	5
	13	16	6	12	7	15	8	14
	11	9	17	10	6	13	9	4
10000	14	7	11	15	8	10	12	7
	8	13	5	12	12	16	11	15
	10	14	9	6	15	5	17	9
	6	11	4	7	13	8	10	16
	14	12	10	9	8	14	13	11

There are lots of things you can do to support their children's maths learning:

- Help them see the maths that's around them
- Let them see you doing maths
- Play games with them
- Praise and encourage their attempts.
- Take an interest in the maths they do at school-Ask them what they learnt today?
- Most importantly Be positive
- With your help your children WILL succeed in maths. 😒