# Skill: I can add a single digit to a two digit number.

# Rapid Recall

3 lots of 10 are?

6 lots of 10 are?

10 x 10 =

1 lot of 10 is?

9 lots of 10 are?

8 x 10 =

2 lots of 10 are?

7 lots of 10 are?

# Big Question

**6. Steph has written a column method to match the picture below.**

| Tens | Ones |
|---|---|
| 10 10 10 | 1 1 1 1 1 1 1 1 |
| + | 1 1 1 1 1 |

| | | |
|---|---|---|
| | 3 | 8 |
| + | 5 | |
| | 8 | 8 |
| | | |

**Is she correct? Explain how you know.**

# Learning Partner

| Tens | Ones |
| --- | --- |
| | |
| | |

How could a tens and ones frame help us solve addition calculations?

# Use your tens and ones frame to solve these addition calculations.

12 + 7 =

5 + 13 =

8 + 11 =

21 + 8 =

2 + 24 =

31 + 7 =

6 + 43 =

| Tens | Ones |
| --- | --- |
| | |
| | |

# Skill - I can subtract a single digit number from a two digit number.

# Rapid Recall

Can you finish the number bonds and match a number bond to 10 with a number bond to 100?

3 + ? = 10

? + 5 = 10

1 + ? = 10

? + 6 = 10

0 + ? = 10

2 + ? = 10

50 + ? = 100

80 + ? = 100

? + 100 = 100

? + 70 = 100

10 + ? = 100

40 + ? = 100

# Big Question

Eva think there are 10 different number bonds to 90, using multiples of 10. Amir thinks there are only 5.

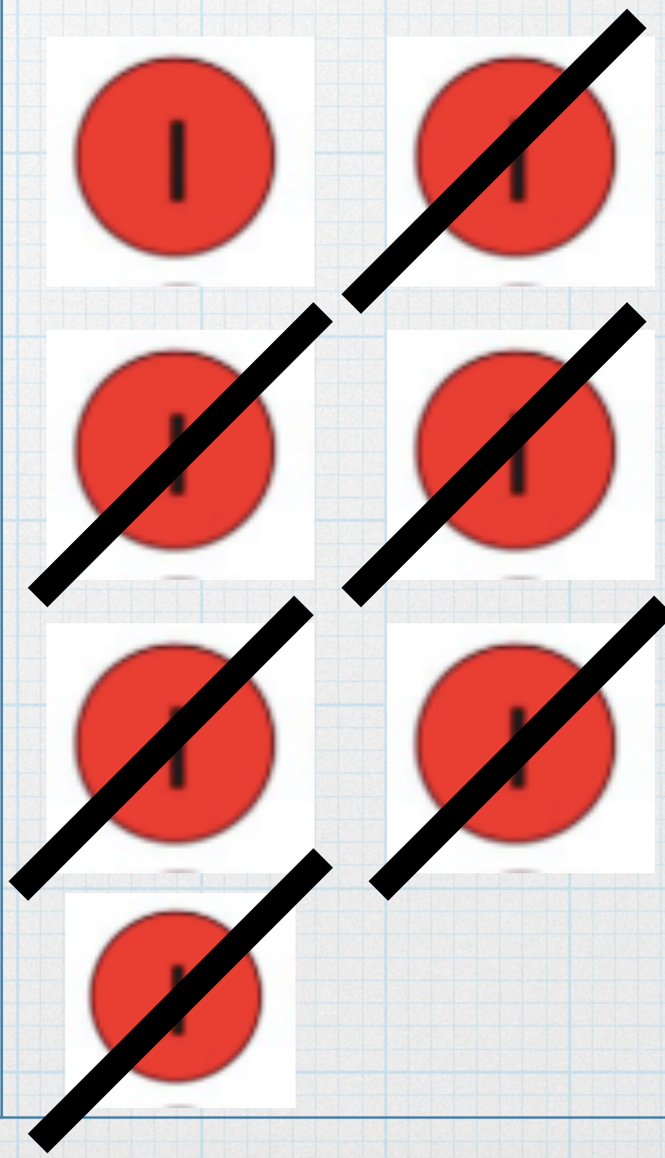
## Who is correct and why?

Amir because
0 + 90 is the same as 90 + 0
Eva has repeated her answers - the multiples have been written the opposite way around.

# Learning Partners

## 27 - 6 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
|   |   |

# 39 - 7 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
| | |

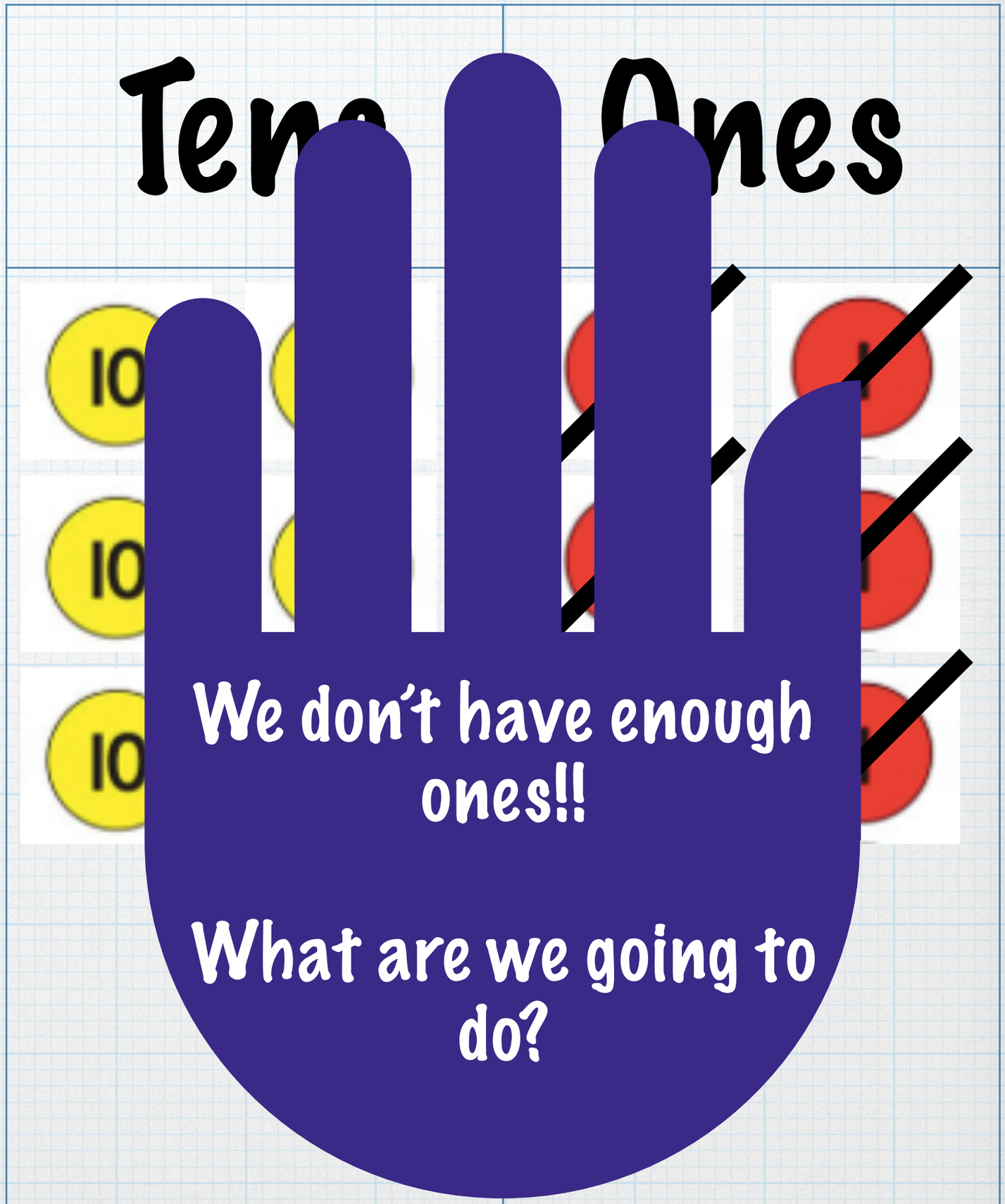
# 48 - 5 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
| | |

# 56 - 8 =

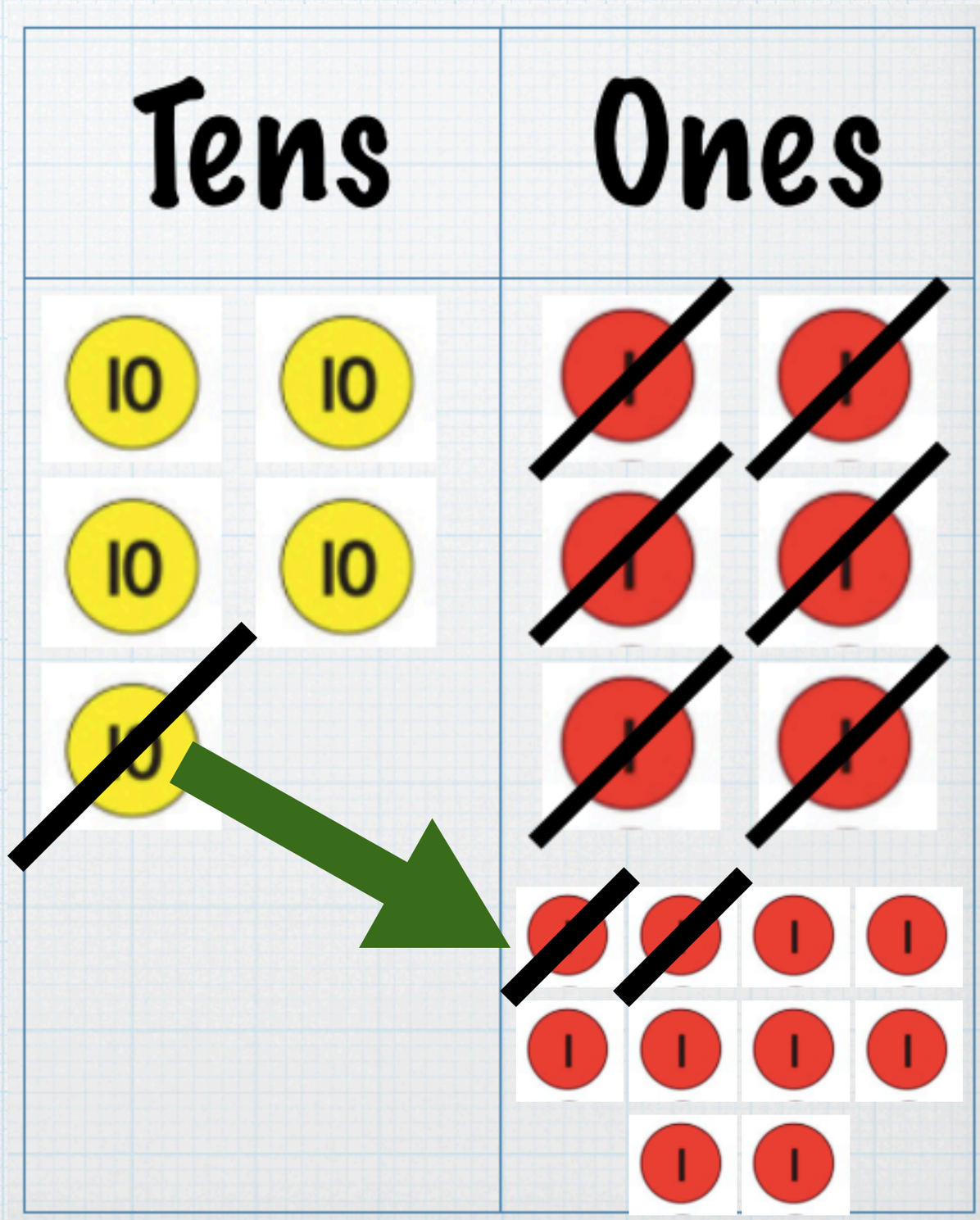
- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Count the counters you have left on your tens and ones frame.
- Record your answer.



# We are going to have to do an exchange.

## 56 - 8 =

- Where can I get some extra ones but keep the same amount of 56?



# Lets have a go at some more examples

63 - 7 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Do you need to exchange a tens?
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
| | |

# 76 - 9 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Do you need to exchange a tens?
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
| | |

# 93 - 9 =

- Build the biggest number by drawing the counters on your tens and ones frame.
- Cross out the counters you are going to subtract.
- Do you need to exchange a tens?
- Count the counters you have left on your tens and ones frame.
- Record your answer.

| Tens | Ones |
| --- | --- |
| | |

# Skill - I can add two 2 digit numbers (not crossing tens) add ones, add tens

# Rapid Recall

Label a metre stick from 0 - 30.

Practise counting on and back in 3s.
Add and remove labels as necessary.

# Big Question


Tommy has three spare red beads.

What numbers could he make?
Explain your answer.

23

33

43

He doesn't have to use all of the beads.

# Learning Partner

| Tens | Ones |
| --- | --- |
| | |
| | |

Explain to your partner how we can use a tens and ones frame to help us solve addition calculations.

# Use your tens and ones frame to solve these addition calculations.

34 + 23 = 57

64 + 12 = 76

53 + 42 = 95

28 + 11 = 39

41 + 37 = 78

76 + 23 = 99

25 + 43 = 68

| Tens | Ones |
| --- | --- |
| | |
| | |

# Skill - I can add two 2 digit numbers (crossing tens) add ones, add tens

# Rapid Recall

https://www.youtube.com/watch?v=MWxPKnLtnus

Stop at 2 minutes and repeat.

# Big Question

**5b. Jill says,**

I think the answer is 59 because 7 tens + 2 tens is 9 and 2 ones + 3 ones is 5.

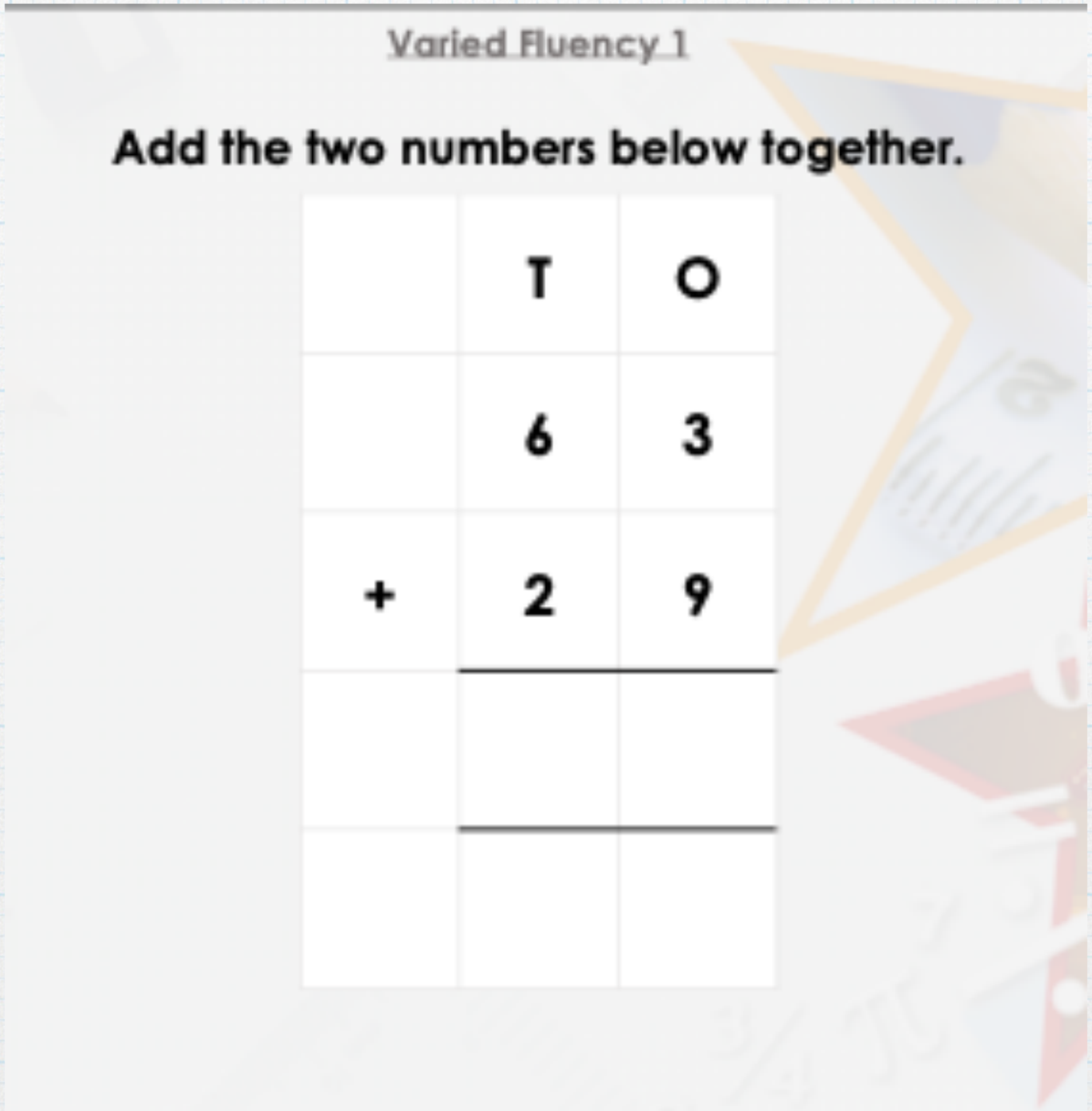
| | Tens | Ones |
|---|---|---|
| | ●●● | ●● |
| + | ●● | ●●● |
| | | |

**Is she correct? Explain why.**

E

R

# Learning Partners




What did you notice? How did you solve this question?

# Learning Partners

Using the base 10 or place value counters to help you, answer these questions:

56 + 35 91

47 + 26 73

78 + 19 97

39 + 37 76

62 + 39 101

| Tens | Ones |
| --- | --- |
| | |
| | |

# Skill - I can subtract a 2 digit number from a 2 digit number (not crossing 10)

# Rapid Recall

Label a metre stick from 0 - 30.

Practise counting on and back in 3s.
Add and remove labels as necessary.

# Big Question

The answer is 9. What is the question?

The answer is 90. What is the question?

Have you spotted any connections?

# Learning Partner

| Tens | Ones |
| --- | --- |
| | |
| | |

Explain to your partner all of the different ways we have used a tens and ones frame to help us.

Use your tens and ones frame to solve this subtraction calculation.

35 - 12 = 23

| Tens | Ones |
| --- | --- |
| | |
| | |

# Use your tens and ones frame to solve these subtraction calculations.

56 - 33 = 23

68 - 42 = 26

73 - 21 = 52

45 - 13 = 32

99 - 57 = 42

87 - 64 = 23

32 - 22 = 10

| Tens | Ones |
| --- | --- |
| | |
| | |

# Learning Partners

Sophie bakes 37 cakes for a cake sale. She sells 25. How many does she have to take home?

| Tens | Ones |
| --- | --- |
| | |
| | |

# Learning Partners

Jake has 53 Pokemon cards. Charlie has 67. How many more cards does Charlie have than Jake?

| Tens | Ones |
| --- | --- |
| | |
| | |

# Learning Partners

Fred was gathering crunchy leaves for his homework. He had 49, but a gust of wind blew some away. Fred now has 19. How many did the gust of wind blow away?

| Tens | Ones |
| --- | --- |
| | |
| | |

# Skill - I can subtract a 2 digit number from a 2 digit number (crossing 10s)

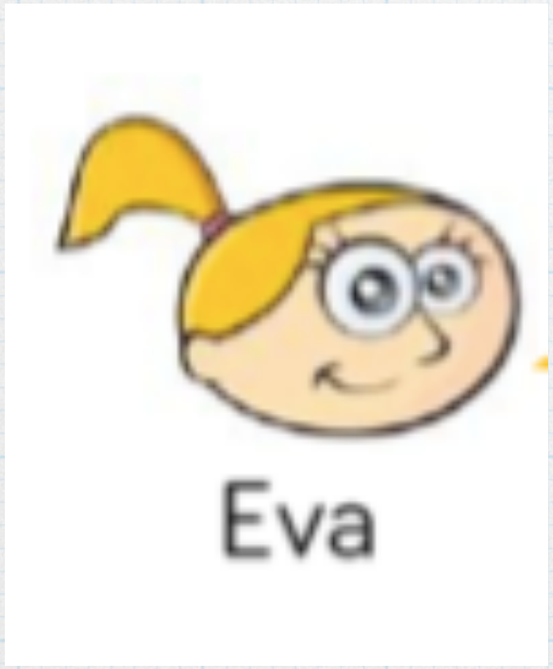
# Rapid Recall

Recall number bonds to 10. Watch Jack Hartman (2.15 mins)
https://www.youtube.com/watch?v=GyK8iE05-GI

# Big Question

Eva says 14 take away 64 is 50.

Is she correct?



# Big Question answer

No, she is not correct.

64 - 14 = 50

You can't do 14 - 64 =

You can't take a big number away from a smaller number.

Use your tens and ones frame to solve this subtraction calculation using Base 10.

35 - 12 =

56 - 33 =

| Tens | Ones |
| --- | --- |
| | |
| | |

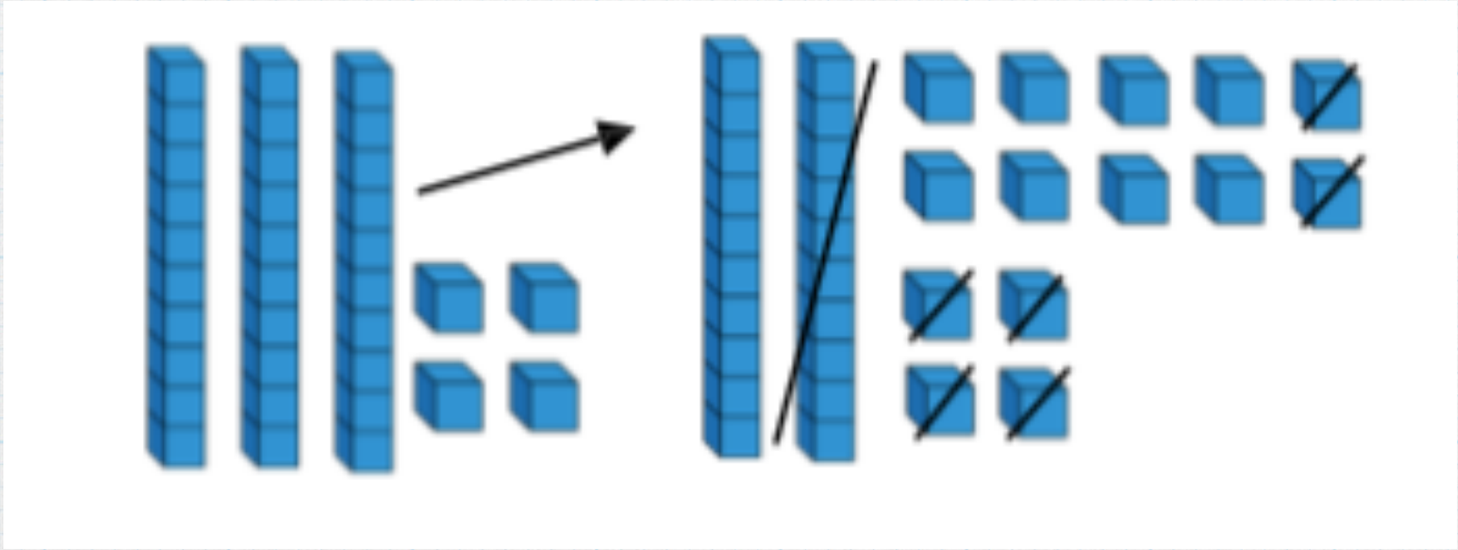
What can we do if the numbers are these? What is the problem?

34 - 16 =

| Tens | Ones |
| --- | --- |
| | |

Swap one of the tens for ten ones and then take away.

34 - 16 =



It can be written like this.

34 - 16 =

$$\begin{array}{r} {}^{2}\cancel{3}\,{}^{1}4 \\ -\ 1\ \ 6 \\ \hline 1\ \ 8 \\ \hline \end{array}$$

Instead of 4 ones, we have borrowed a ten and have 14 ones.

# Learning Partners

Use your tens and ones frame to solve these subtraction calculations.
If you can do these, try to write as a column subtraction.

45 - 16 =

31 - 27 =

53 - 34 =

| Tens | Ones |
| --- | --- |
| | |

Complete the end of block assessment for place value.

Use any extra time for problem solving/reasoning activities.