Year 2 - Mathematics - Learn from home timetable

Big Idea Concept: Addition

I can- describe what addition is
I can add two numbers together to get an accurate answer
I can explain my thinking when working on addition

Australian Curriculum Connection: NA2.4 Explore the connection between addition and subtraction

Monday	Tuesday	Wednesday	Thursday	Friday
Launch and Tune In • Can you think of all the words that are used for addition? (plus, count on, add, and) • Can you write an addition number sentence? This one is written for you: 12 + 4 = 16	**Launch and Tune In** • Can you use this visual prompt to write an addition story? 	**Launch and Tune In** • Can you use this visual prompt to write an addition story? 	**Launch and Tune in** • Can you use this visual prompt to write an addition story? 	**Launch and Tune In** • Can you use this visual prompt to write an addition story? 

Vocabulary in Mathematics:

Students should be able to communicate using the following language: plus, add, , equals, is equal to, strategy.
Some students may need assistance when two tenses are used within the one problem, eg 'I had six beans and added four. So, how many do I have now?'

Conceptual Development

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Conceptual Development

Make to Cards
Resources: 'Make To' Cards (make to 20, 50, 100), whiteboard pens Make to 20.

Each student has a game board. Students find all the combinations to 20 on the card. They can represent each one as an addition or subtraction on a whiteboard.

Conceptual Development

1	2	3	4	5	6	7	8	9	10
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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
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Conceptual Develoment

Play the Tens and Ones game with a partner:

This game asks you to roll a die and the first number goes in the ones place and the second number goes in the tens place to make a two-digit number.
Make 2 two-digit numbers using the dice to place the numbers in a place value house.

Conceptual Development

Problem Solving:
Ben has saved up $23 for a new computer game. His grandma gave him @12 for his birthday. How much money does he have now?

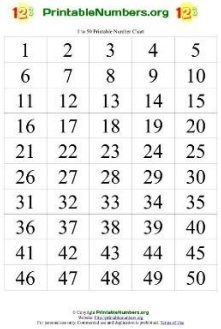
Write or draw how you worked it out.
What sum would you key into a calculator?

Activity Process – Let's Add 10

1. Give each student a 100's board and 10 counters.
2. Ask students to count in tens, starting at 10.
3. Ask students to put a counter on 10. Ask, "What is 10 more? Allow students time to count along 10 spaces to 20.
4. Ask students to place a counter on 20. Continue in this way until you reach 100.
5. Repeat activity but this time start at 3. Ask: "What is 10 more?" Allow students time to count along to 13.
6. Ask students to place a counter on 13. Ask "What is 10 more than 13?".
7. Continue this way. Ask students to keep adding 10 each time.
8. As students continue with their pattern ask them to write their answers on a whiteboard as they go.

Source: Linthorne, C. & Serenc, M. 2005. Jigsaw Maths Teacher Resource Book 2. Firefly Press: Buderim

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20


PrintableNumbers.org

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31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

Use the 120 chart to work out these addition sums:

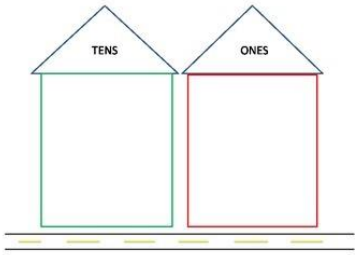
32 + 18=

72+ 12=

28+ 19=

64 +23 =

Explain to someone what strategy you used. How did you see it in your maths brain?



Can you draw what these two-digit numbers would look like if I was to represent or make them using bundling sticks like the ones in the photo?

- 

Can you now take these two numbers and answer ' how many sticks are there now altogether?'

Show how you worked it out in a drawing

How could you have worked it out on a calculator?

Repeat the process

Is the second answer more or less sticks altogether than the first answer?

How many more or less did you have in the second instance?

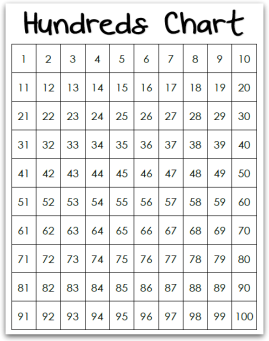
Tell someone how you worked it out.

2. Ryan has saved $21 for a new computer game he is going to buy with Ben. Use the answer from problem 1 to work out how much more money Ben has saved than Ryan?
Draw or write how you worked it out.

What sum would you key into a calculator to work out your answer?

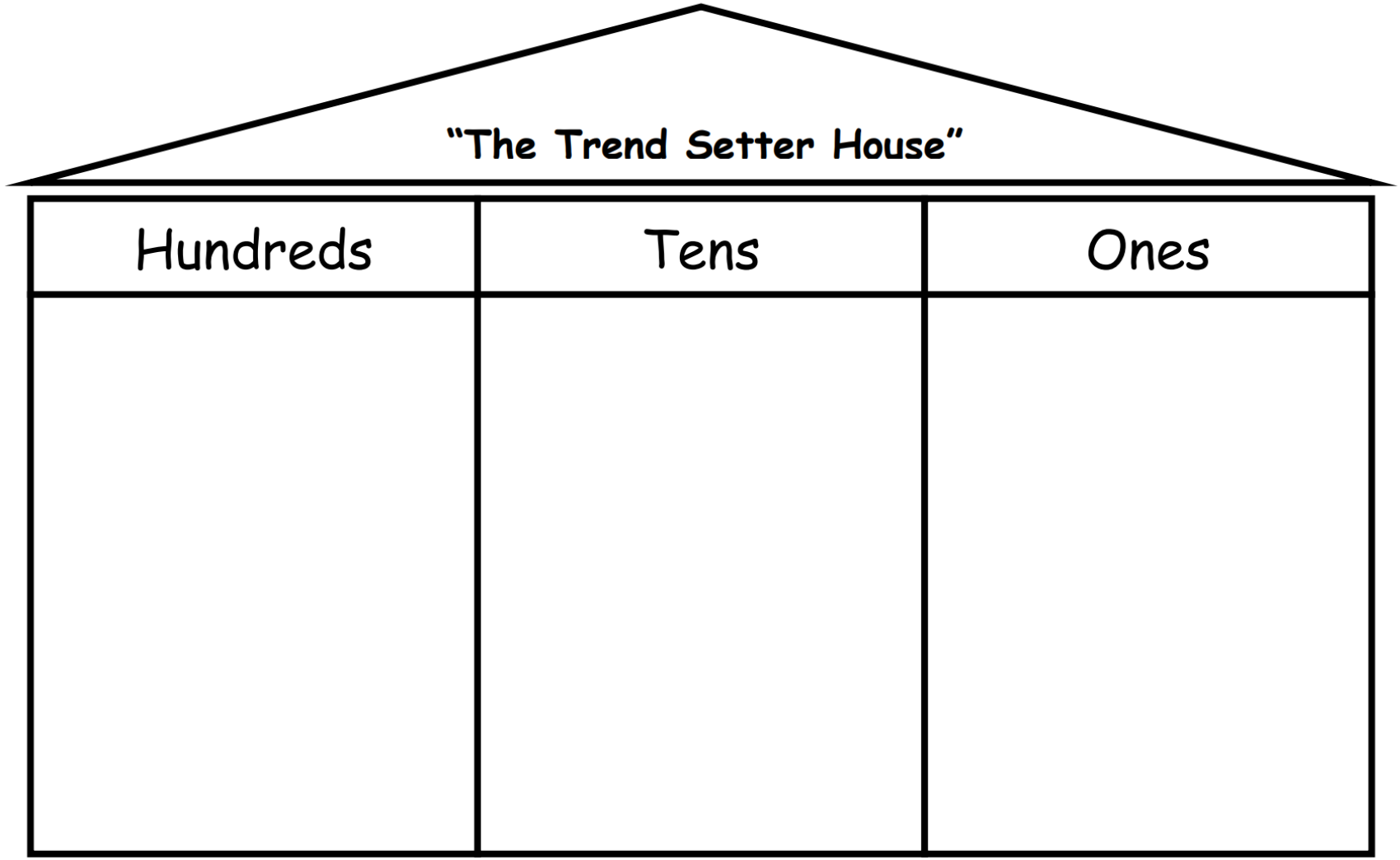
3. Ryan and Ben have saved $56 towards the computer game they want to buy. They need $22 more. How much money do they need to buy the game?
Draw or write how you worked it out.

What sum would you key into a calculator to work out your answer?

				
Learning Journal • Using the number sentence you wrote earlier, can you say a number story to match this? • E.g- There were 12 chickens pecking in the grass and 4 more came along to join them, how many were there all together? There were 8 altogether. • Can you draw an addition story to match your number sentence?	**Learning Journal** • Thinking of addition, draw/ write what comes to mind.	**Learning Journal** • Can you draw 3 addition stories where the total is above 30? • Write the sum you would use to work out the answer?	**Learning Journal** • Can you go outside and see where addition might be represented in nature. Can you make a number sentence using ideas from outside? • E.g- 2 butterflies were sitting on a bush and 3 more came along. How many butterflies altogether? • Can you find addition with two digit numbers in the real world? • Draw what you think about when you consider addition in the real world?	**Learning Journal** - Can you write an addition problem that someone in your class could solve? - How do you think they might work it out? - Is there another way to think about this or show your thinking?
Fluency Addition card game: • Take a deck of cards • Turn over the first card- this is your first number. • Turn over a second card • Add your two cards together. • What is the sum of the two cards altogether?	**Fluency** **Counting in Tens- Calculator Game** • Resources: Calculator/ paper • Ask students to use constant addition on their calculator to count in 10's. To begin, students enter '10+' and then press '=' each time to which they add 10: they no longer need to press '+10' each time. • Have students predict which number will come next (writing the prediction on the	**Fluency** Addition card game: • Take a deck of cards • Turn over the first card- this is your first number. • Turn over a second card • Add your two cards together. • What is the sum of the two cards altogether?	**Fluency** **Counting in Tens- Calculator Game** • Resources: Calculator/ paper • Ask students to use constant addition on their calculator to count in 8's. To begin, students enter '8+' and then press '=' each time to which they add 8: they no longer need to press '+8' each time. • Have students predict which number will come next (writing the prediction on the	**Fluency** Addition card game: • Take a deck of cards • Turn over the first card- this is your first number. • Turn over a second card • Add your two cards together. • What is the sum of the two cards altogether?

	piece of paper), then press' =' to verify. • To vary the activity, nominate a starting number, for example 34, and ask students to predict counting up in 10's.		piece of paper), then press' =' to verify. • To vary the activity, nominate a starting number, for example 34, and ask students to predict counting up in 8's.	Challenge: This time turn two cards over and move them close together. These 2 cards represent a two digit number e.g 23. Turn another 2 cards over to make a second two digit number. Can you add these 2, two digit numbers together to find out how much it is altogether? Repeat 

Place Value Houses



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PrintableNumbers.org

1 to 50 Printable Number Chart

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Hundreds Chart

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