

Year 3 (2A)
Mapping Guide
Online Teacher Support
Number Knowledge

- NK 1 to 12

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- Chapters 1 to 10

Chapter 1

- Adding and subtracting using tens numbers

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Overview
Rich tasks

- This is an open-ended activity that requires students to work in teams and create a presentation showing how tidy numbers can be used to solve addition or subtraction problems. The task can be done as the students gain enough knowledge to complete it, or towards the end of the chapter to review strategies that have been learned.

> More on "Rich tasks for this Chapter"...

Subtracting by jumping back through a tens number page 64

- Identify a fact that can be partitioned to jump back through a tens number.
- Understand why this is an efficient strategy for mental calculations and explore how the strategy can be recorded.

> More on "Subtracting by jumping back through a tens number"...

Adding using tens numbers page 67

- For jumping through a tens number, identify the fact that will take them to the next tens number first.
- For adding by making a tidy number (on page 70), identify what needs to be subtracted from one addend, and added to the other, in order to make a tens number.
- Understand that for both strategies, an efficient strategy makes finding the answer quicker and easier.
- Explore ways of recording both strategies.

> More on "Adding using tens numbers"...

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Page 62 | CH 1

Check up - Question 1 - Chart

**Page 65 | CH 1**

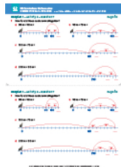
Activity 1 - Question 2

**Page 66 | CH 1**

Game - Subtracting through tens - Coloured cards

**Page 69 | CH 1**

Activity 2 - Question 7

**Page 73 | CH 1**

Game - Shark Attack! - Game Board



Generic Printable Masters used within Chapter 1

Page 63 - **Hundreds Squares, Tens frames**Page 70 - **Tens frames**

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Teacher Resource Sheets
Getting Started

Going swimming (Getting started 1)
(Getting started before page 61 to revise the concept of tens numbers.)

- For each number, students might identify the previous ten and the next ten, and link this to addition (moving to the right on the number line) and subtraction (moving to the left on the number line).
- Discuss which facts are helpful for making tens numbers and encourage students to practise facts that make ten if they cannot easily recall them.

Subtracting by jumping back through a tens number
1. Teaching ideas

Catching crabs (Teacher Resource Sheet 1)
(Further discussion following the teaching section page 64 for various ways of partitioning to a tens number to solve subtraction problems.)

- Students could use the materials shown or other materials (such as Unifix cubes), to explain to a partner how Max solved the equation using a tens number. It is important that students find a way to show or record their thinking and the solution to each
- You may need to draw students' attention to the way this strategy first subtracts the number in the ones place (to get to a tens number), and then if necessary breaks a ten to subtract the rest of the number. This is a good opportunity to emphasise the usefulness of knowing facts to 10.

Adding using tens numbers
2. Teaching ideas

Searching for shells (Teacher Resource Sheet 2)
(After the teaching section to support the discussion on page 67 for adding in parts through a tens number to solve an addition problem.)

- Partitioning for addition is often more problematic for students than subtraction, as the 'best fact' to use is not so obvious, especially for students who do not know the facts to 10.
- It is important that students find a way to record their strategy and check that they have actually answered the question.


Watch out for jellyfish (Teacher Resource Sheet 3)
(To support the discussion on page 67 for adding by making a tens number.)

- A good knowledge of basic facts is particularly important for this strategy. Students who understand the strategy but have difficulty recalling the facts could make their own list of facts that make ten. This helps them decide which fact will be most useful.

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Extra Tasks
1. Jumping back

2. All my ducks in a row

3. Jumping on
