

Maths wea yumi save yusim evride

by Lynnette Lindroth

Level 1
Buk 2



2012, Lynnette Lindroth

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Students should practise writing their numbers.
Make sure they write them correctly.

0

1

2

3

4

5

6

7

8

9

10

Make a large chart of this table for the class to use when counting or doing sums.

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

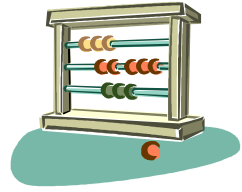
Students should learn these number words:

20 twenty 50 fifty 80 eighty

30 thirty 60 sixty 90 ninety

40 forty 70 seventy 100 one hundred

Lesson 1



Activity 1 : Counting

Students should practise together:

- Count from 1 to 100
- Counting on from 36 to 54 (37, 38, 39, →54)
- Counting on from 39 to 59
- Counting by 2s to 20
- Counting by 2s from 30 to 50
- Counting by 10s to 100
- Counting by 5s to 100
- Counting backwards 20 to 10

Activity 2 : Counting on

Count on from these numbers:

- 234 _____ .
- 482 _____ .
- 725 _____ .
- 107 _____ .
- 696 _____ .
- 199 _____ .
- 207 _____ .
- 993 _____ .

Lesson 1

Activity 3 : Tens and ones

Students should tell how many tens and ones are in each number.

$75 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 32 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$

$29 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 87 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$

$58 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 91 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$

$15 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 22 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$

$46 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 54 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones}$

Activity 4 : Addition practice

Students should copy and finish these sums:



$75 + 3 = \underline{\quad\quad\quad} \quad 24 + 5 = \underline{\quad\quad\quad} \quad 52 + 6 = \underline{\quad\quad\quad}$

$41 + 5 = \underline{\quad\quad\quad} \quad 92 + 4 = \underline{\quad\quad\quad} \quad 36 + 2 = \underline{\quad\quad\quad}$

$87 + 2 = \underline{\quad\quad\quad} \quad 13 + 6 = \underline{\quad\quad\quad} \quad 60 + 8 = \underline{\quad\quad\quad}$

$23 + 6 = \underline{\quad\quad\quad} \quad 71 + 4 = \underline{\quad\quad\quad} \quad 43 + 3 = \underline{\quad\quad\quad}$

$57 + 2 = \underline{\quad\quad\quad} \quad 97 + 2 = \underline{\quad\quad\quad} \quad 73 + 5 = \underline{\quad\quad\quad}$

Lesson 2



Activity 1 : Counting

Students should practise together ...

- Counting to 100. Stop at regular times and ask individual students to go on.
- Counting on from 123 to 137
- Counting on from 265 to 279
- Counting by 2s from 22 to 50
- Counting by 10s from 80 to 160
- Counting by 5s from 35 to 115

Activity 2 : Writing numbers

Use numerals to write the number that is two more than:

- sixty - one
- eighty - two
- seventeen
- thirty - four
- twenty - five
- forty - four
- How much is a bundle of onions? Write the number words.
- How much is a watermelon? Write the number words.

Lesson 2

Activity 3 : Writing missing numerals

Students should copy and finish:

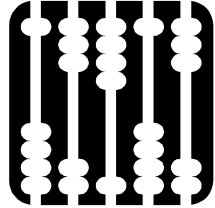
23, 24, 25, _____, _____,

182, 183, _____, _____,

78, 77, 76, 75, _____, _____

105, 110, 115, _____, _____

210, 220, 230, _____, _____,



Activity 4 : Addition practice

Students should copy and finish these sums:

$$78 + 3 = \underline{\quad\quad} \quad 24 + 6 = \underline{\quad\quad} \quad 57 + 6 = \underline{\quad\quad}$$

$$43 + 5 = \underline{\quad\quad} \quad 92 + 8 = \underline{\quad\quad} \quad 39 + 2 = \underline{\quad\quad}$$

$$87 + 6 = \underline{\quad\quad} \quad 19 + 6 = \underline{\quad\quad} \quad 65 + 8 = \underline{\quad\quad}$$

$$25 + 6 = \underline{\quad\quad} \quad 77 + 4 = \underline{\quad\quad} \quad 48 + 3 = \underline{\quad\quad}$$

$$57 + 4 = \underline{\quad\quad} \quad 97 + 6 = \underline{\quad\quad} \quad 78 + 5 = \underline{\quad\quad}$$

Lesson 3



Activity 1 : Mental Maths

From memory, students should, give quick answers to these simple number facts.

$3 + 6 =$ $2 + 8 =$ $4 + 4 =$ $6 + 4 =$

$9 + 0 =$ $0 + 7 =$ $5 + 4 =$ $1 + 9 =$

$4 + 6 =$ $4 + 5 =$ $7 + 1 =$ $3 + 6 =$

$5 + 2 =$ $2 + 8 =$ $6 + 3 =$ $1 + 7 =$

$10 + 0 =$ $0 + 10 =$ $3 + 3 =$ $9 + 2 =$

Activity 2 : Writing numerals

- Write the numerals from one hundred and six to one hundred and twenty.
 - Write the numerals from four hundred and fifty to five hundred and fifty one.
 - Write the numerals from eighty nine to one hundred and two
 - Write the numerals from One hundred and ninety five to two hundred and ten.
 - Write the numerals counting by 5s to 100
- Read all these numerals to the teacher.*

Lesson 3



Activity 3 : Addition

Students should add the digits in the ones column and then in the tens column

† o	† o	† o	† o	† o
37	25	44	52	78
<u>+22</u>	<u>+14</u>	<u>+33</u>	<u>+14</u>	<u>+21</u>
_____	_____	_____	_____	_____
33	42	25	56	82
<u>+24</u>	<u>+57</u>	<u>+44</u>	<u>+33</u>	<u>+16</u>
_____	_____	_____	_____	_____

Activity 4 : Every Day Maths

Students should write the sums for the stories:

15 ngali nuts in a bowl. † o
24 more are put in. — —
How many are there altogether? + _____

43 taro in a garden. † o
55 more were planted. — —
How many are there altogether? + _____

Make up some more.

Lesson 4



Activity 1 : Mental Maths

From memory, students should give quick answers to these simple number facts.

$$\begin{array}{cccc} \square = 3 + 6 & \square = 2 + 8 & \square = 4 + 4 & \square = 6 + 4 \\ 8 + 0 = \square & \square = 0 + 4 & 5 + \square = 9 & 1 + 9 = \square \\ 4 + \square = 10 & 2 + 5 = \square & 8 + \square = 10 & 2 + 7 = \square \\ 5 + \square = 7 & 3 + 7 = \square & 6 + 3 = \square & 7 + 1 = \square \\ 8 + 0 = \square & 0 + 8 = \square & 3 + 3 = \square & 9 + \square = 11 \end{array}$$

Activity 2 : Tens and ones

Students should tell how many tens and ones are in each number.

$$\begin{array}{l} 95 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 46 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \\ 79 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 35 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \\ 28 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 51 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \\ 16 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 82 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \\ 64 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \quad 57 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} \end{array}$$

Lesson 4



Activity 3 : Addition

Students should add the digits in the ones column and then in the tens column.

$\begin{array}{r} 23 \\ 54 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ 35 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ 24 \\ +30 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ 13 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ 32 \\ +43 \\ \hline \end{array}$
$\begin{array}{r} 33 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +64 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ +46 \\ \hline \end{array}$

Activity 4 : Addition

Add 1	22	35	68	79	12
	23				
Add 2	15	37	95	64	11
Add 4	22	75	63	71	74
Add 6	13	22	43	5	70

Lesson 5



Activity 1 : Counting

Students should practise together ...

- Counting by 1s from 89 to 119
- Counting by 2s from 36 to 66
- Counting by 10s from 8 to 98
- Counting by 5s from 35 to 105

Write the numerals from 5 to 55 counting by 5s and write the numerals from 30 to 120 counting by 10s.

Activity 2 : Adding vertically

Students should add the digits in the ones column and then in the tens column.

22	54	11	15	66
31	11	33	22	21
<u>+ 1</u>	<u>+ 23</u>	<u>+ 15</u>	<u>+ 13</u>	<u>+ 12</u>
_____	_____	_____	_____	_____
17	64	21	18	10
22	23	13	22	12
<u>+ 31</u>	<u>+ 14</u>	<u>+ 34</u>	<u>+ 43</u>	<u>+ 23</u>
_____	_____	_____	_____	_____

Lesson 5



Activity 3 : Everyday Addition

Students should write the sums for these stories

- Rose bought bananas for \$6 and coconuts for \$6. How much did she spend?
- John bought fishing lines for \$16 and hooks for \$5. How much did he spend?
- Mary bought a skirt for \$30 and a t-shirt \$7. How much did she spend?
- Henry bought a book for \$15, a pencil for \$2 and an eraser for \$1. How much did he spend?

Activity 4 : Maths Money

How much money is in each line?



\$5

\$7

\$10

\$5

\$2

\$15

\$2

\$1

\$12

\$5

\$2

Lesson 6



Activity 1 : Memory Maths

From memory, students should give quick answers to these simple number facts.

$$\begin{array}{cccc} \square = 8 + 2 & \square = 2 + 8 & 4 + 0 = \square & \square + 4 = 4 \\ 5 + 1 = \square & 1 + 5 = \square & 3 + 5 = \square & 8 = 5 + \square \\ \square = 3 + 4 & 4 + 3 = \square & 7 + 3 = \square & 10 = 3 + \square \\ 3 + 2 = \square & 2 + 3 = \square & \square = 8 + 1 = & 1 + \square = 9 \\ 10 + 0 = \square & \square = 0 + 10 & 6 + 6 = \square & 10 + 2 = \square \end{array}$$

Activity 2 : Learning addition patterns

Students should study the pattern of the final digit and then complete the series

$$\begin{array}{ccc} 3 + 7 = 10 & 8 + 3 = & 5 + 6 = \\ 13 + 7 = 20 & 18 + 3 = & 15 + 6 = \\ 23 + 7 = & 28 + 3 = & 25 + 6 = \\ 33 + 7 = & 38 + 3 = & 35 + 6 = \\ \\ 36 + 4 = & 37 + 2 = & 8 + 4 = \\ 46 + 4 = & 47 + 2 = & 18 + 4 = \\ 56 + 4 = & 57 + 2 = & 28 + 4 = \\ 66 + 4 = & 67 + 2 = & 38 + 4 = \end{array}$$

Lesson 6

Activity 3 : Place Value Revision

Students should read these numbers and identify the value of the digits. Example:

235 - this number is two hundred and thirty two. The 2 is for 200, the 3 is for 30, and the 5 is for 5 (ones).

What is the value of each digit in these numbers ?

832	327	681	564	837	215
982	694	576	235	328	472

Activity 4 : Vertical addition



Students write these sums in their exercise books and work out the answers.

22	13	72	23	18
43	22	4	43	20
<u>+ 14</u>	<u>+ 44</u>	<u>+ 13</u>	<u>+ 11</u>	<u>+ 50</u>
_____	_____	_____	_____	_____

33	42	25	56	81
<u>+ 45</u>	<u>+ 37</u>	<u>+ 54</u>	<u>+ 33</u>	<u>+ 16</u>
_____	_____	_____	_____	_____

Lesson 7



Activity 1 : Memory Maths

From memory, students should give quick answers to these simple number facts.

$2 + \square = 8$

$3 + \square = 9$

$4 + \square = 10$

$5 + \square = 7$

$7 + 0 = \square$

$0 + 5 = \square$

$\square + 1 = 9$

$\square + 8 = 9$

$\square + 3 = 7$

$4 + \square = 7$

$5 + 3 = \square$

$3 + \square = 8$

$\square + 3 = 9$

$\square + 6 = 9$

$6 + \square = 7$

$1 + \square = 7$

$8 + \square = 8$

$0 + \square = 8$

$5 + 4 = \square$

$\square = 4 + 5$

Activity 2 : Practising addition patterns

Students should study the pattern of the final digit and then complete the series

$9 + 4 =$

$8 + 3 =$

$7 + 4 =$

$19 + 4 =$

$18 + 3 =$

$17 + 4 =$

$29 + 4 =$

$28 + 3 =$

$27 + 4 =$

$39 + 4 =$

$38 + 3 =$

$37 + 4 =$

$25 + 3 =$

$32 + 6 =$

$4 + 5 =$

$35 + 3 =$

$42 + 6 =$

$14 + 5 =$

$45 + 3 =$

$52 + 6 =$

$24 + 5 =$

$55 + 3 =$

$62 + 6 =$

$34 + 5 =$

Lesson 7



Activity 3 : Addition

*Review the chart - addition carrying tens (p25).
Students should copy and complete these sums.*

t o	t o	t o	t o	t o
27	15	34	42	78
<u>+ 24</u>	<u>+ 18</u>	<u>+ 36</u>	<u>+ 18</u>	<u>+ 14</u>
_____	_____	_____	_____	_____

Activity 4 : More Addition

When the tens column adds up to more than 10, we need to add 1 (which is really one hundred) to the hundreds column. We do this by writing an extra one and adding it in.

	h	t	o
→	1		
	4	4	7
	<u>+3</u>	<u>8</u>	<u>2</u>
	8	2	9

h t o	h t o	h t o	h t o	h t o
625	164	174	423	521
<u>+ 292</u>	<u>+ 375</u>	<u>+ 367</u>	134	132
_____	_____	_____	<u>+ 382</u>	<u>+ 475</u>
			_____	_____

Lesson 8



Activity 1 : Memory Maths

From memory, students should give quick answers to these simple number facts.

$$\begin{array}{l} 5 + 5 = \quad \square + 1 = \quad 4 + \square = 10 \quad \square = 5 + 2 \\ 8 + \square = 8 \quad 6 + \square = 6 \quad 7 + 2 = \quad 1 + \square = 10 \\ 6 + \square = 9 \quad \square = 4 + 6 \quad \square + 4 = 8 \quad 4 + 5 = \\ 7 + 3 = \quad \square + 7 = 8 \quad 2 + 1 + 4 = \quad \square = 1 + 10 \\ 9 + \square = 9 \quad 0 + 5 = \quad 4 + 2 + 1 = \quad 4 + 2 + 4 = \end{array}$$

Activity 2 : Place Value

$$500 + 40 + 9 = \underline{\hspace{2cm}} \quad 200 + 80 + 6 = \underline{\hspace{2cm}}$$

$$900 + 70 + 8 = \underline{\hspace{2cm}} \quad 8 + 600 + 50 = \underline{\hspace{2cm}}$$

$$4 \text{ hundreds} + 4 \text{ tens} + 7 \text{ ones} = \underline{\hspace{2cm}}$$

$$2 \text{ hundreds} + 1 \text{ ten} + 0 \text{ ones} = \underline{\hspace{2cm}}$$

$$0 \text{ tens} + 7 \text{ hundreds} + 6 = \underline{\hspace{2cm}}$$

$$9 + 6 \text{ tens} + 9 \text{ hundreds} = \underline{\hspace{2cm}}$$

Lesson 8



Activity 3 : Addition

Students should copy the sums into their exercise book and complete them.

h t o	h t o	h t o	h t o	h t o
6 2 5	1 5 3	1 7 4	4 7 1	5 6 7
<u>+ 2 9 3</u>	<u>+ 3 8 5</u>	<u>+ 3 4 4</u>	<u>+ 3 5 4</u>	<u>+ 4 6 5</u>
_____	_____	_____	_____	_____

h t o	h t o	h t o	h t o	h t o
6 2 5	1 5 3	1 4 7	4 7 1	5 7 6
<u>+ 2 8 3</u>	<u>+ 3 2 8</u>	<u>+ 3 7 2</u>	<u>+ 3 4 0</u>	<u>+ 4 5 2</u>
_____	_____	_____	_____	_____

h t o	h t o	h t o	h t o	h t o
6 5 2	1 5 3	5 3 4	2 1 7	3 6 7
<u>+ 2 7 3</u>	<u>+ 3 2 8</u>	<u>+ 3 5 7</u>	<u>+ 5 0 4</u>	<u>+ 4 8 2</u>
_____	_____	_____	_____	_____

h t o	h t o	h t o	h t o	h t o
6 2 5	1 5 3	1 7 2	4 1 7	5 6 7
1 7 6	2 5 0	2 2 2	1 5 5	2 1 2
<u>+ 2 3 7</u>	<u>+ 3 2 8</u>	<u>+ 3 2 5</u>	<u>+ 3 0 4</u>	<u>+ 1 2 5</u>
_____	_____	_____	_____	_____

Lesson 9



Activity 1 : Memory Maths

From memory, students should give quick answers to these simple number facts.

$2 + 7 + 3 =$ $3 + 7 =$ $36 + 4 =$ $34 + 6 =$

$8 + 5 + 3 =$ $53 + 8 =$ $9 + 3 =$ $3 + 9 =$

$6 + 5 + 2 =$ $55 + 6 =$ $7 + 4 =$ $4 + 7 + 4 =$

$19 + 3 =$ $63 + 9 =$ $50 + 5 =$ $5 + 50 =$

$29 + 1 =$ $49 + 3 =$ $9 + 5 + 3 =$ $79 + 4 =$

Activity 2 : Money *Ask students to answer these questions Discuss the answers.*

- I have \$5.00. Do I have enough to buy a \$3.00 hand of bananas?
- I have \$6.00. Do I have enough to buy a \$7.00 ice cream?
- I have \$10.00. Do I have enough to buy a \$20.00 watermelon?
- I have \$2.00. Do I have enough to buy a \$3.00 packet of cassava chips?
- I have \$20.00. Do I have enough to buy a \$15.00 fishing line?

Lesson 9



Activity 3 : Addition

h t o	h t o	h t o	h t o	h t o
4 2 9	1 5 1	2 9 4	3 1 6	4 6 3
<u>+ 2 7 3</u>	<u>+ 3 7 8</u>	<u>+ 3 3 5</u>	<u>+ 2 0 7</u>	<u>+ 3 9 5</u>
_____	_____	_____	_____	_____
h t o	h t o	h t o	h t o	h t o
2 2 5	4 5 3	1 3 4	4 1 7	3 6 7
1 5 3	2 5 0	2 3 4	2 6 3	2 1 3
<u>+ 4 1 7</u>	<u>+ 1 2 6</u>	<u>+ 3 2 7</u>	<u>+ 3 0 4</u>	<u>+ 4 2 5</u>
_____	_____	_____	_____	_____

Activity 4 : Addition Stories

Students should write the sums for these stories in their exercise books.

- Copra bags were being loaded on to the ship. 56 were Libo's, 69 were Paul's and 37 were Rani's. How many bags were in the ship?
- Aeda took eggs to market. One basket had 39 eggs, one basket had 48 eggs and one basket had 22 eggs. How many eggs all together?
- At the soccer match there were 125 women and 316 men. How many people all together?

Lesson 10



Activity 1 : Memory Maths

From memory, students should give quick answers to these simple number facts.

$$\begin{array}{cccc} 21 + 1 = & 12 + 2 = & 13 + 3 = & 14 + 4 = \\ 25 + 5 = & 26 + 6 = & 27 + 7 = & 18 + 8 = \\ 29 + 9 = & 20 + 10 = & 20 + 0 = & 320 + 0 = \\ 69 + 3 = & 19 + 3 = & 29 + 3 = & 39 + 3 = \\ 28 + 5 = & 58 + 5 = & 68 + 5 = & 78 + 5 = \end{array}$$

Activity 2 : Practising Addition

Students should make a sum to solve each of these problems

- One box has 18 bananas. Another box has 27 bananas. How many bananas altogether?
- Tamar collected 55 coconuts and Rangı got 47. How many coconuts altogether?
- It cost \$25 for a watermelon, \$17 for a pineapple and \$45 for a crayfish. How much altogether?
- At market Lani made \$24, \$17 and \$33 over 3 days. How much did he make all together?
- Turi had three cans of boat fuel - 17ℓ, 28ℓ and 25ℓ. How much fuel altogether?

Lesson 10

Activity 3 : Review *Students should write each question as a sum or an answer in their exercise book.*

1. Write a number 6 more than 129.	6. I spend 16c and 79c How much is that?
2. $127 + 0 + 0 + 0 = \underline{\quad}$	7. $124 + 763 + 29 = \underline{\quad}$
3. What number comes after 999?	8. What number is ten more than 279?
4. Add 109 and 702	9. $\square = 264 + 599$
5. $\$25 + \$36 + \$7 =$	10. Write the words for 79

Activity 4 : Addition *Students should copy the sums in their exercise book and complete them.*

h t o	h t o	h t o	h t o	h t o
6 8 5	1 5 3	1 7 4	4 9 7	5 6 7
<u>+ 2 3 7</u>	<u>+ 3 6 8</u>	<u>+ 3 5 7</u>	<u>+ 3 0 4</u>	<u>+ 4 3 5</u>
_____	_____	_____	_____	_____

1 9 8	4 7 3	4 9 6	7 6 5	9 6 8
<u>+ 4 5 6</u>	<u>+ 3 6 7</u>	<u>+ 9 0 7</u>	<u>+ 3 2 5</u>	<u>+ 2 3 5</u>
_____	_____	_____	_____	_____

Some extra maths sums

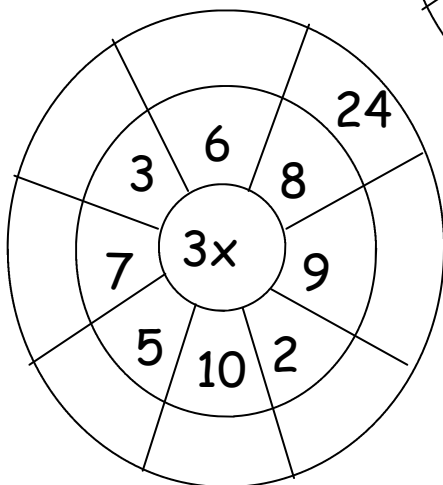
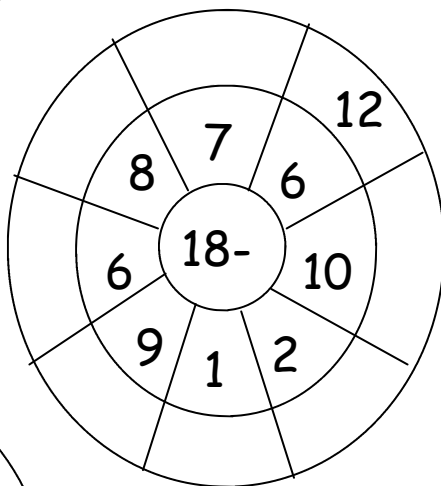
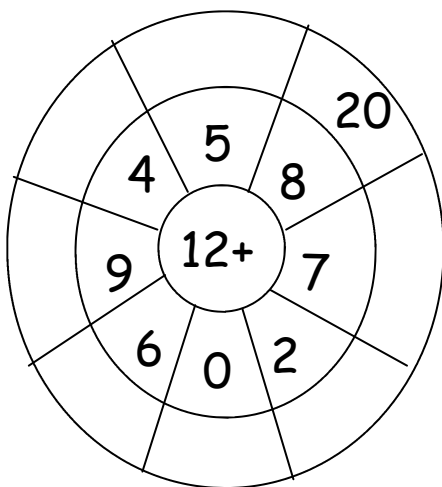
In each of these grids, add each row to each column. Write the answer.

+	6	5	9
14	24		
16			
8			

+	7	11	4
21			
36			
15			

+	3	7	8
18			
9			
12			

Complete the number wheels:



Can you make up some wheels or grids for other people to solve.

Teaching instructions

Use the number chart. Use the number chart at the front of this book for counting on and counting back exercises. Use the chart when counting by two, three, five or ten. Students will then see the counting patterns. You can also ask students to choose a counting pattern.

Maths without writing. Students do not need to write when you do counting and mental maths. They need to spend their effort on thinking about the numbers. When everyone in the group can do this together, students can take turns to give the next answer.

Counting and writing numerals. Practice counting and writing numerals each day until students become competent. Begin and end counting exercises at different numbers.

Memory Maths. Practice memory maths every day because students need to know the simple number facts and be able to use them quickly. Number facts help us to solve every day problems easily.

Doing number stories. When you do number stories, read the story to the students several times. Discuss them together, then students can write the number story as a sum in their exercise books.

Introducing new ideas. Whenever you begin a maths exercise that is new to the student, work through a few examples on a chalkboard or chart paper first. Discuss each of the steps so the student is clear. Then have them do a few examples in their exercise book. Check how they are going before they go on and do the rest on their own.

Make up more sums. If students want more maths to do just make up more sums like the ones in the lesson. Just change the numbers around.

When writing maths examples on the board always have clear spaces between the columns and keep the columns in straight lines.

Allow students to use things like fingers, stones, tops, sticks to help them work out the answers to their maths problems.

Review of adding and carrying tens and hundreds

When we add the ones column, the numbers can be larger than 10.

Example: $7 + 5 = 12$ (12 is one ten and two wans.) So we need to add 1 (which is really one ten) to the tens column and put 2 in the wans column.

$$\begin{array}{r} \text{t} \quad \text{w} \\ 2 \quad 7 \\ + 4 \quad 5 \\ \hline \quad 2 \\ \hline \end{array}$$

Then we add the tens and any extra tens from the ones column. ($2 + 4 + 1$)

$$\begin{array}{r} \text{t} \quad \text{w} \\ 1 \\ 2 \quad 7 \\ + 4 \quad 5 \\ \hline 7 \quad 2 \\ \hline \end{array}$$

If we are doing a sum and the tens column adds up to more than 10, we need to add 1 (which is really one hundred) to the hundreds column.

We do this by writing an extra one and adding it in.

$$\begin{array}{r} \text{h} \quad \text{t} \quad \text{w} \\ 1 \quad 1 \\ 4 \quad 2 \quad 7 \\ + 3 \quad 8 \quad 5 \\ \hline 8 \quad 1 \quad 2 \\ \hline \end{array}$$

If the numbers add to 20 or over we carry a 2 into the next column. If the numbers add to 40 or over we carry a 4 into the next column.