

Every Day Maths

by Lynette Lindroth

Level 2

Book 1

The development of this book was funded by SILA Australia.

Solomon Islands Money : Coins



1c - one cent



2c - two cents



5c - five cents



10c - ten cents



20c - twenty cents



50c - fifty cents



\$1 - one dollar

Solomon Islands Money : Notes



\$2 two dollars



\$5 five dollars



\$10 ten dollars



\$20 twenty dollars



\$50 fifty dollars



\$100
one hundred dollars

Lesson 1



Activity 1 : Memory Maths

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

$3 + 7 = \underline{\quad}$	$9 + 1 = \underline{\quad}$	$6 + 3 = \underline{\quad}$	$1 + 8 = \underline{\quad}$
$0 + 6 = \underline{\quad}$	$7 + 3 = \underline{\quad}$	$2 + 5 = \underline{\quad}$	$8 + 1 = \underline{\quad}$
$5 + 4 = \underline{\quad}$	$3 + 5 = \underline{\quad}$	$4 + 6 = \underline{\quad}$	$10 + 0 = \underline{\quad}$
$2 + \underline{\quad} = 3$	$7 + \underline{\quad} = 8$	$4 + \underline{\quad} = 6$	$6 + \underline{\quad} = 10$
$5 + 8 = \underline{\quad}$	$15 + 8 = \underline{\quad}$	$25 + 8 = \underline{\quad}$	$35 + 8 = \underline{\quad}$

Activity 2 : Addition

"What must I add to get this answer?"

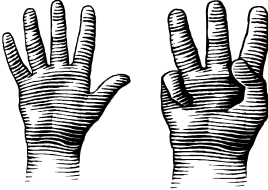
Students count on...

Students should see that sometimes the sum can be written in a different order.

$7 + \underline{\quad} = 10$	$10 = 7 + \underline{\quad}$	$10 = 3 + \underline{\quad}$
$10 = 8 + \underline{\quad}$	$10 = 6 + \underline{\quad}$	$10 = 2 + \underline{\quad}$
$12 = 9 + \underline{\quad}$	$13 = 7 + \underline{\quad}$	$11 = 4 + \underline{\quad}$
$15 = 6 + \underline{\quad}$	$8 = 8 + \underline{\quad}$	$16 = 9 + \underline{\quad}$
$9 = 9 + \underline{\quad}$	$17 = 7 + \underline{\quad}$	$18 = 10 + \underline{\quad}$

Lesson 1

Activity 3 : Subtraction



I show five fingers.

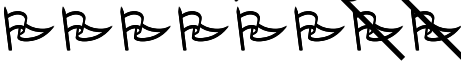
I hide two.

How many are showing?

Here I have eight flags.



If I take away 2 flags, how many are left?



We write this as $8 - 2 = 6$

(We say eight take away two)

— *This is a subtraction sign.*

*It can say **minus** or **take away**.*



Use fingers, sticks or stones to solve these:

$10 - 3 = \underline{\quad}$	$8 - 1 = \underline{\quad}$	$5 - 2 = \underline{\quad}$
$8 - 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$	$9 - 1 = \underline{\quad}$
$4 - 3 = \underline{\quad}$	$6 - 3 = \underline{\quad}$	$1 - 1 = \underline{\quad}$

Lesson 2



Activity 1: Memory Maths

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

$3 + 8 = \underline{\quad}$	$7 + 1 = \underline{\quad}$	$4 + 3 = \underline{\quad}$	$3 + 6 = \underline{\quad}$
$0 + 5 = \underline{\quad}$	$5 + 3 = \underline{\quad}$	$4 + 6 = \underline{\quad}$	$6 + 2 = \underline{\quad}$
$3 + 6 = \underline{\quad}$	$1 + 7 = \underline{\quad}$	$2 + 8 = \underline{\quad}$	$8 + 0 = \underline{\quad}$
$4 + \underline{\quad} = 6$	$5 + \underline{\quad} = 10$	$2 + \underline{\quad} = 8$	$7 + \underline{\quad} = 10$
$3 + 10 = \underline{\quad}$	$3 + 6 = \underline{\quad}$	$7 + 4 = \underline{\quad}$	$3 + 8 = \underline{\quad}$

Activity 2: Serial Addition

Students work out the first sum in each row and then use the pattern of the final digit to complete each sum. Work across the rows.

$7 + 4 =$	$17 + 4 =$	$27 + 4 =$	$37 + 4 =$
$9 + 5 =$	$19 + 5 =$	$29 + 5 =$	$39 + 5 =$
$6 + 6 =$	$16 + 6 =$	$26 + 6 =$	$36 + 6 =$
$8 + 7 =$	$38 + 7 =$	$68 + 7 =$	$88 + 7 =$
$9 + 8 =$	$29 + 8 =$	$49 + 8 =$	$79 + 8 =$

Lesson 2

Activity 3 : Subtraction

— means minus or take away.

Use fingers, sticks or stones: count and put out the first number. Take away the second. Write how many are left.

$5 - 1 =$	$8 - 2 =$	$3 - 3 =$	$9 - 1 =$
$4 - 2 =$	$7 - 1 =$	$2 - 2 =$	$6 - 3 =$
$8 - 4 =$	$8 - 1 =$	$3 - 2 =$	$5 - 3 =$
$9 - 4 =$	$7 - 3 =$	$2 - 0 =$	$10 - 3 =$

Activity 4 : Adding and subtracting zero

0 (Zero) is nothing. When it is added to or taken away from a number, nothing changes.

Say: 7 plus 0 = 7

Say: 7 take away 0 = 7

$5 + 0 =$	$9 + 0 =$	$2 + 0 =$	$8 + 0 =$
$10 - 0 =$	$4 - 0 =$	$8 - 0 =$	$3 - 0 =$
$1 + 0 =$	$6 - 0 =$	$10 + 0 =$	$2 - 0 =$
$11 + 0 =$	$9 - 0 =$	$19 + 0 =$	$20 - 0 =$
$7 - 0 =$	$100 + 0 =$	$99 - 0 =$	$85 + 0 =$

Lesson 3



Activity 1 : Memory Maths

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

$4 + 7 = \underline{\quad}$	$8 + 2 = \underline{\quad}$	$3 + 4 = \underline{\quad}$	$4 + 6 = \underline{\quad}$
$2 + 5 = \underline{\quad}$	$5 + 4 = \underline{\quad}$	$2 + 6 = \underline{\quad}$	$6 + 4 = \underline{\quad}$
$3 + 5 = \underline{\quad}$	$2 + 7 = \underline{\quad}$	$1 + 8 = \underline{\quad}$	$10 + 0 = \underline{\quad}$
$3 + \underline{\quad} = 6$	$6 + \underline{\quad} = 10$	$4 + \underline{\quad} = 8$	$5 + \underline{\quad} = 10$
$4 + 10 = \underline{\quad}$	$3 + 7 = \underline{\quad}$	$8 + 4 = \underline{\quad}$	$2 + 8 = \underline{\quad}$

Activity 2 : Subtraction

Count and put out the first number. Take away the second. Write how many are left.

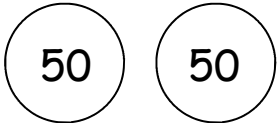
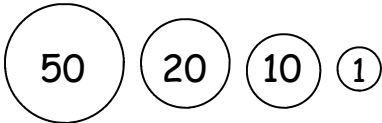
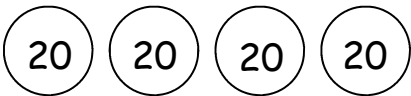
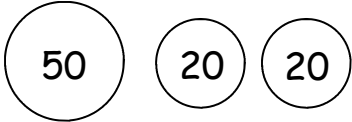
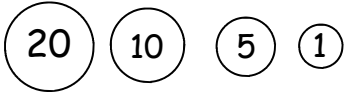
$7 - 1 =$	$6 - 2 =$	$5 - 3 =$
$9 - 3 =$	$4 - 2 =$	$9 - 1 =$
$2 - 2 =$	$8 - 3 =$	$6 - 4 =$
$10 - 1 =$	$3 - 1 =$	$7 - 3 =$
$7 - 4 =$	$9 - 3 =$	$6 - 1 =$
$4 - 3 =$	$8 - 7 =$	$0 - 0 =$

Lesson 3

Activity 3 : Money

Draw these coins in your exercise book.

Choose and write the correct amount from the right hand column.

	90c ninety cents
	\$1 one dollar
	81c eighty one cents
	36c thirty six cents
	80c eighty cents

Lesson 4



Activity 1 : Memory Maths

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

$5 + 7 = \underline{\quad}$	$7 + 2 = \underline{\quad}$	$4 + 4 = \underline{\quad}$	$3 + 6 = \underline{\quad}$
$3 + 5 = \underline{\quad}$	$6 + 4 = \underline{\quad}$	$1 + 7 = \underline{\quad}$	$5 + 4 = \underline{\quad}$
$2 + 5 = \underline{\quad}$	$3 + 7 = \underline{\quad}$	$0 + 8 = \underline{\quad}$	$9 + 0 = \underline{\quad}$
$6 - 1 = \underline{\quad}$	$9 - 1 = \underline{\quad}$	$4 - 1 = \underline{\quad}$	$10 - 1 = \underline{\quad}$
$8 - 2 = \underline{\quad}$	$3 - 2 = \underline{\quad}$	$5 - 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$

Activity 2 : Subtraction

Count out the first number. Take away the second. Write how many are left.

***** *Note : In subtraction sums the first number is always the larger number*

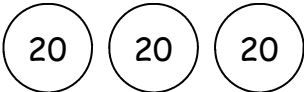
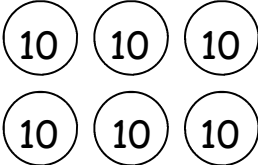
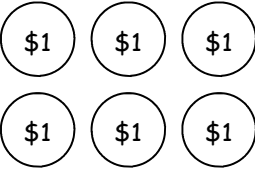
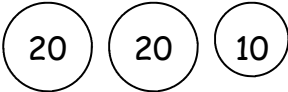
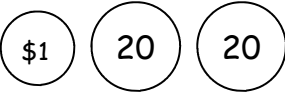
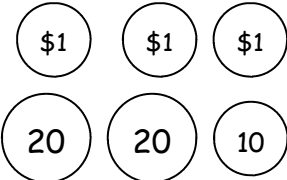
$10 - 2 = \underline{\quad}$	$4 - 2 = \underline{\quad}$	$6 - 2 = \underline{\quad}$
$9 - 3 = \underline{\quad}$	$3 - 3 = \underline{\quad}$	$7 - 3 = \underline{\quad}$
$5 - 4 = \underline{\quad}$	$8 - 4 = \underline{\quad}$	$10 - 4 = \underline{\quad}$
$2 - 0 = \underline{\quad}$	$9 - 9 = \underline{\quad}$	$20 - 20 = \underline{\quad}$

Lesson 4

Activity 3 : Recognising Money

How much money is shown in each box?

Write down each of the six amounts.

1. 	2. 
3. 	4. 
5. 	6. 

Activity 4 : Game

Students can work in pairs to play this game.

Two players need 8 counters or stones each. In turn they place 1, 2 or 3 counters down. The next player adds to the sum of stones.

The winner is the player who forces the other to be first to reach, or pass ten.

Lesson 5



Activity 1 : Memory Maths

Show students the sum cards one at a time and ask them to write each answer. (See back of book beginning on page 31.)

Activity 2 : Subtraction

Sometimes different words are used for subtraction. These might be **minus**, **take away**, **difference between** and **less than**. Remember that the larger number must go first in a subtraction sum.

Write each of these as a subtraction sum and work out the answer for each.

1.  $-$  $=$ ___

2. 10 minus 7

3. Take 4 away from 9

4. What number is 6 less than 8?

5. What is the difference between 5 and 2?

6. Subtract 7 from 10

7. 7 minus 5

8.  $-$  $=$ ___

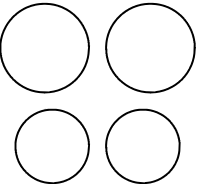
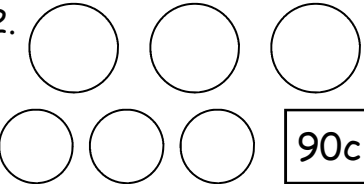
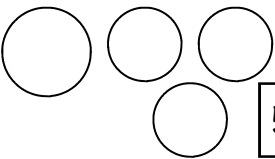
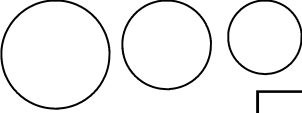
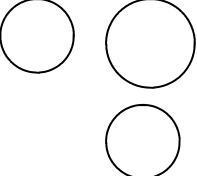
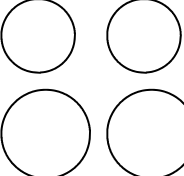
9. What number is 4 less than 9?

10. Take 3 from 8

Lesson 5

Activity 3 : Money

Students show what coins they might use to make each amount.

1.  60c	2.  90c
3.  50c	4.  80c
5.  \$1.30	6.  \$2.20

Activity 4 : Subtraction

$9 - 2 = \underline{\quad}$	$5 - 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$
$8 - 3 = \underline{\quad}$	$4 - 3 = \underline{\quad}$	$6 - 3 = \underline{\quad}$
$10 - 4 = \underline{\quad}$	$8 - 4 = \underline{\quad}$	$10 - 5 = \underline{\quad}$
$7 - 0 = \underline{\quad}$	$10 - 10 = \underline{\quad}$	$100 - 100 = \underline{\quad}$

Lesson 6



Activity 1 : Memory Maths

Show students the sum cards one at a time and ask them to write each answer. (See back of book beginning on page 25.)

Activity 2 : Vertical Subtraction

Students subtract the bottom digit from the top digit...

$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

Students take the bottom number from the top number eg 11–7

$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ -20 \\ \hline \end{array}$
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Lesson 6

Activity 3 : Serial subtraction

Students use the final digit pattern to solve these sums with larger numbers...

$9 - 5 = 4$	$6 - 3 =$	$5 - 4 =$
$19 - 5 = 14$	$16 - 3 =$	$15 - 4 =$
$29 - 5 = 24$	$26 - 3 =$	$25 - 4 =$
$39 - 5 = \underline{\quad}$	$36 - 3 =$	$35 - 4 =$
$49 - 5 = \underline{\quad}$	$46 - 3 =$	$44 - 4 =$
$7 - 2 =$	$3 - 3 =$	$8 - 5 =$
$47 - 2 =$	$13 - 3 =$	$28 - 5 =$
$57 - 2 =$	$43 - 3 =$	$48 - 5 =$
$67 - 2 =$	$73 - 3 =$	$68 - 5 =$
$77 - 2 =$	$93 - 3 =$	$88 - 5 =$

Activity 4 : Game

Play the game again that was introduced in lesson 4:

Two players need 8 counters or stones each.

In turn they place 1, 2 or 3 counters down.

The next player adds to the sum of stones.

The winner is the player who forces the other to be first to reach, or pass ten.

Lesson 7



Activity 1 : Memory Maths

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

$5 - 1 = \underline{\quad}$	$7 - 2 = \underline{\quad}$	$4 - 1 = \underline{\quad}$	$3 - 2 = \underline{\quad}$
$8 - 1 = \underline{\quad}$	$6 - 1 = \underline{\quad}$	$1 - 1 = \underline{\quad}$	$5 - 2 = \underline{\quad}$
$2 - 1 = \underline{\quad}$	$3 - 1 = \underline{\quad}$	$8 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$
$9 - 1 = \underline{\quad}$	$10 - 1 = \underline{\quad}$	$5 - 1 = \underline{\quad}$	$10 - 2 = \underline{\quad}$
$7 - 2 = \underline{\quad}$	$4 - 2 = \underline{\quad}$	$6 - 2 = \underline{\quad}$	$7 - 3 = \underline{\quad}$

Activity 2 : Money

Students identify what coins are needed to make \$1? (Each space is for one coin.)

$90c + \underline{\quad} = \1	$90c + \underline{\quad} + \underline{\quad} = \1
$50c + \underline{\quad} = \1	$70c + \underline{\quad} + \underline{\quad} + \underline{\quad} = \1
$80c + \underline{\quad} = \1	$70c + \underline{\quad} + \underline{\quad} = \1
$80c + \underline{\quad} + \underline{\quad} = \1	$80c + \underline{\quad} + \underline{\quad} + \underline{\quad} = \1
$60c + \underline{\quad} + \underline{\quad} = \1	$50c + \underline{\quad} + \underline{\quad} + \underline{\quad} = \1
$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \1	
$20c + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \1	

Lesson 7

Activity 3 : Subtraction

$\begin{array}{r} 9 \\ -5 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 6 \\ -4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \\ \hline \end{array}$

Activity 4 : Subtraction

Students count back to make an answer..

$\begin{array}{r} 11 \\ -2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -2 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 16 \\ -4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 20 \\ -2 \\ \hline \\ \hline \end{array}$
$10 - 2 - 2 - 2 = \underline{\quad}$			$8 - 2 - 1 = \underline{\quad}$	

Lesson 8



Activity 1 : Memory Maths

Show students the sum cards one at a time and ask them to write each answer...

Activity 2 : Subtraction

Students count back to find the answer...

$6 - 1 = \underline{\quad}$	$8 - 2 = \underline{\quad}$	$3 - 1 = \underline{\quad}$	$4 - 2 = \underline{\quad}$
$7 - 1 = \underline{\quad}$	$8 - 1 = \underline{\quad}$	$2 - 1 = \underline{\quad}$	$7 - 2 = \underline{\quad}$
$4 - 1 = \underline{\quad}$	$1 - 0 = \underline{\quad}$	$6 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$
$7 - 1 = \underline{\quad}$	$10 - 3 = \underline{\quad}$	$5 - 2 = \underline{\quad}$	$10 - 2 = \underline{\quad}$
$6 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$2 - 2 = \underline{\quad}$	$5 - 3 = \underline{\quad}$

Activity 3 : Subtraction

Students read each problem and use sticks or stones to solve each problem...

1. Hine has 9 flowers. She puts 4 in her house. How many flowers are left in her hand?
2. Kupe has 10 coconuts. He sells 8 at market. How many coconuts does Kupe still have?

Lesson 8

3. Tiki caught 8 fish. He gave 2 to Ora and 2 to Jamin. How many fish did he have left?
4. Lani had 10 litres of fuel in the boat. After fishing all day he had used 7 litres. How many did he have left?
5. Rangi took 20 bananas to market. She only sold 10. how many did she have left?

Activity 4: Learning more about Subtraction

Students take away the digits in the ones column and then in the tens column eg. 6—3 and 3—1. Answer 23

$\begin{array}{r} \text{t o} \\ 36 \\ - 13 \\ \hline 3 \end{array}$	$\begin{array}{r} \text{t o} \\ 92 \\ - 81 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 27 \\ - 15 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 87 \\ - 24 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 65 \\ - 42 \\ \hline \text{—} \end{array}$
$\begin{array}{r} \text{t o} \\ 43 \\ - 32 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 74 \\ - 51 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 59 \\ - 17 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 98 \\ - 86 \\ \hline \text{—} \end{array}$	$\begin{array}{r} \text{t o} \\ 86 \\ - 66 \\ \hline \text{—} \end{array}$

Lesson 9



Activity 1 : Memory Maths

Students make two lines. Show the sum cards one at a time to both students in front of each line. They compete to answer. The winner goes to the end of the line. The first team to go through all members wins.

Activity 2 : Subtraction

Vertical subtraction (no regrouping)

$\begin{array}{r} \text{t o} \\ 45 \\ - 24 \\ \hline 1 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 83 \\ - 62 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 38 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 76 \\ - 43 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 56 \\ - 31 \\ \hline \end{array}$
$\begin{array}{r} \text{t o} \\ 62 \\ - 51 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 85 \\ - 54 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 96 \\ - 34 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 48 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 95 \\ - 85 \\ \hline \end{array}$
$\begin{array}{r} \text{t o} \\ 31 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 42 \\ - 22 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 53 \\ - 21 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 96 \\ - 45 \\ \hline \end{array}$	$\begin{array}{r} \text{t o} \\ 42 \\ - 42 \\ \hline \end{array}$

Lesson 9

Activity 3 : Subtraction

Vertical subtraction (*introduce regrouping*)

When we take one number from another we need to regroup when the bottom number is larger than the top. This means that 1 ten can become 10 ones

$$\begin{array}{r} 46 \\ - 29 \\ \hline 17 \end{array} \longrightarrow \begin{array}{r} 4 \text{ tens } 6 \text{ ones} \\ - 2 \text{ tens } 9 \text{ ones} \\ \hline \end{array} \longrightarrow \begin{array}{r} 3 \text{ tens } 16 \text{ ones} \\ - 2 \text{ tens } 9 \text{ ones} \\ \hline 1 \text{ ten } 7 \text{ ones} \end{array}$$

Example :

Say 5 minus 7 (I cannot do.)

Then regroup 1 ten as 10 ones

$$\begin{array}{r} \text{t o} \\ 45 \\ - 27 \\ \hline \end{array} \xrightarrow{\text{becomes}} \begin{array}{r} \text{t o} \\ 315 \\ - 27 \\ \hline \end{array}$$

Then say 15 take away 7 = 8
and 3 take away 2 = 1 .

This is how we write it.

$$\begin{array}{r} \text{t o} \\ 3 \cancel{4} 15 \\ - 27 \\ \hline \end{array}$$

Lesson 10

Activity 1 : Subtraction

Use the cards to play yesterdays game again.

Activity 2 : Subtraction (regrouping)

Remember : When we take one number from another we need to regroup when the bottom number is larger than the top. This means that 1 ten can become 10 ones

$$\begin{array}{r} \text{t o} \\ 93 \\ - 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{t o} \\ \cancel{9}^{8} 13 \\ - 36 \\ \hline \\ \hline \end{array}$$

Say 3 - 6, I cannot do.

Regroup the tens to make 8 tens and 13

$$13 - 6 = \underline{\quad} \quad 8 - 3 = \underline{\quad}$$

Now try these: remember to regroup the tens

$$\begin{array}{r} \text{t o} \\ 54 \\ - 26 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 82 \\ - 47 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 63 \\ - 38 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 96 \\ - 68 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 42 \\ - 39 \\ \hline \\ \hline \end{array}$$

Lesson 10

Activity 3 : Subtraction (regrouping)

$$\begin{array}{r} \text{t o} \\ 74 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 36 \\ - 19 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 95 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 23 \\ - 18 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 64 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{t o} \\ 44 \\ - 27 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 83 \\ - 56 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 56 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 93 \\ - 78 \\ \hline \end{array} \quad \begin{array}{r} \text{t o} \\ 72 \\ - 59 \\ \hline \end{array}$$

Activity 4 : Quick Quiz

Students should work in their heads and write the answer.

- $4 + 3 + 2 =$
- $9 + 9 =$
- $9 - 5 =$
- $7 - \square = 0$
- What number is ten less than one hundred?
- Write sixty four
- $\$5 + \$7 + \$2 =$
- Cents in $\$1.50 =$
- Double 10 =
- Whata change from $\$1$ if I spend 60c?

Number cards: Copy the addition and subtraction sums on pages 25, 26, 27, 28, 29 onto cardboard. Cut the cardboard into pieces this size and write one sum on each piece.

$10 - 1 =$ $10 - 2 =$

$10 - 3 =$ $10 - 4 =$

$10 - 5 =$ $10 - 6 =$

$10 - 7 =$ $10 - 8 =$

$10 - 9 =$ $10 - 10 =$

$9 - 1 =$ $9 - 2 =$

$9 - 3 =$ $9 - 4 =$

$9 - 5 =$ $9 - 6 =$

$9 - 7 =$ $9 - 8 =$

$9 - 9 =$ $8 - 1 =$

$8 - 2 =$ $8 - 3 =$

$8 - 4 =$ $8 - 5 =$

$8 - 6 =$ $8 - 7 =$

$8 - 8 =$ $7 - 1 =$

$7 - 2 =$ $7 - 3 =$

$7 - 4 =$ $7 - 5 =$

$7 - 6 =$ $7 - 7 =$

$6 - 1 =$ $6 - 2 =$

$6 - 3 =$

$6 - 4 =$

$6 - 5 =$

$6 - 6 =$

$5 - 1 =$

$5 - 2 =$

$5 - 3 =$

$5 - 4 =$

$5 - 5 =$

$4 - 1 =$

$4 - 2 =$

$4 - 3 =$

$4 - 4 =$

$3 - 1 =$

$3 - 2 =$

$3 - 3 =$

$2 - 1 =$

$2 - 2 =$

$1 - 1 =$

$8 + 0 =$

$9 + 0 =$

$10 + 0 =$

$8 + 2 =$

$4 + 3 =$

$5 + 3 =$

$6 + 3 =$

$7 + 3 =$

$5 + 4 =$

$6 + 4 =$

$1 + 0 =$

$2 + 0 =$

$3 + 0 =$

$4 + 0 =$

$5 + 0 =$

$6 + 0 =$

$7 + 0 =$

$1 + 1 =$ $2 + 2 =$

$3 + 3 =$ $4 + 4 =$

$5 + 5 =$ $2 + 1 =$

$3 + 1 =$ $4 + 1 =$

$5 + 1 =$ $6 + 1 =$

$7 + 1 =$ $8 + 1 =$

$9 + 1 =$ $3 + 2 =$

$4 + 2 =$ $5 + 2 =$

$6 + 2 =$ $7 + 2 =$

Teaching tips

When teaching a new lesson, do the first few number examples with the class. Talk about the story of the number sentence and what you do to work out the answer. Demonstrate the correct procedure and check the students' understanding.

Give the students time to work on the other number sentences. Help any who are uncertain. When finished, check the answers as a class. Use this time to have the students tell the story of the number sentence with their answer. Students correct their own work.

Money

You will need to work out what to do when working with coins.

What methods might be used to total the value of a group of coins? Do the people know coins by recognition? Do they have ways of grouping them? Do they add the face values or could they multiply when a number of the same coins make up a group?

About this Book

Everyday Maths, is an introductory Maths book developed for use in the Solomon Islands with adult literacy students. The book can be translated into other languages. It should not be sold for profit.

Published by xxxxx
P.O. Box xxx
xxxxxxx (place)

month 2013
xx copies



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