

Reading and writing whole number sentences

CURRICULUM ALIGNMENT

ALG.EXP.2 interpret the meaning of symbols or pictures in number sentences.

INTERACTIVES Ten Frame · challenge, display, explore

WHAT THIS LESSON TEACHES

A number sentence is a full maths story written with numbers and signs. It shows the parts, the join with +, and what they are the same as with =.

→ $4 + 3 = 7$ means four and three more is the same as seven.

→ In $5 + 5 = 10$, the left side is the same as the right side.

MODEL THIS ON THE BOARD

BUILD AND READ $4 + 3 = 7$

- 1 Write the first part: **4**.
- 2 Write the join sign + and the second part: **3**.
- 3 Write the = sign to mean the same as.
- 4 Write the total **7** so the full sentence is $4 + 3 = 7$.
- 5 Say it two ways: four plus three equals seven, and four and three more is the same as seven.

LESSON ARC

Reveal $4 + 3 =$ one piece at a time under a flap and collect three guesses for the missing total before anyone builds. Model three addition stories on the ten-frame with two-colour counters, writing each sentence under the frame and reading it both ways. Pupils take turns building four more stories while the class says the full sentence. One tidy copybook write of $4 + 3 = 7$ or $5 + 5 = 10$, then brisk Class Challenge practice. Close by naming the job of + and =.

TEACHING MOVES

1. **Getting Started.** Before the bell, write $4 + 3 =$ on the board and cover it. Slide the paper to reveal one piece at a time and pause hard after the equals sign. Take three hands-up guesses for the missing number and keep them in the air — ten-frame building comes next.
2. **Watch and Notice.** Point red counters, then yellow, then the total on each frame. After each one, write the sentence under it and have the class read both ways: '4 plus 3 equals 7' and '4 and 3 is the same as 7'. Linger on $5 + 5$ so both sides of = visibly match, then name once: + joins, = means the same as.
3. **Try It Together.** Tell each story, invite one pupil to build first colour then second, and only then ask the class for the full sentence before you write it. Rotate four pupils across the four stories. If someone builds only one part or blurts the total, revoice: 'the plus joins the parts, the equals says both sides match'.
4. **Write today's best sentence.** Walk the rows watching sign formation and spacing only — this is whole-class copybook practice, not marking. Either $4 + 3 = 7$ or $5 + 5 = 10$ is perfect if the + and = are tidy with space between each number and sign.
5. **Class Challenge.** Keep the board work brisk. First part is already on the frame; pupil adds the second part, class says the whole sentence start to finish, then check. On $6 + 4$ name the full ten bond aloud. If anyone taps Check too soon, pause: 'have we said the whole sentence yet?'

6. **What Did We Notice?** Ask what job each sign does in $4 + 3 = 7$. Listen for + as the joining sign and = as the same as. Revoice a strong answer and head off 'the answer goes here' — steer back to balance.

COMMON MISCONCEPTIONS

⚠ Pupils read the equals sign as 'the answer goes here' instead of 'is the same as', so both sides don't have to match.

Freeze on the $5 + 5$ frame. Point left side, then right side: 'five and five is the same as ten — both sides match.' Revoice = as the balance sign, not a stop sign before the answer.

⚠ Pupils build only one colour on the ten-frame, or say the total out loud without the signs: 'seven' instead of '3 plus 4 equals 7'.

Stop before writing. Ask the builder to point to each part in order — first part, plus, second part, equals, total — while the class says the full sentence with them.

⚠ Pupils squash the signs against the numbers ($4+3=7$) or reverse + and = when they copy.

At the copybook moment, model one slow write on the board with a finger-width gap between every number and sign. Glance rows for spacing, not answers.

DIFFERENTIATION

EMERGING

- Keep the first part already placed on the ten-frame so the pupil only adds the second colour, then joins the class saying the full sentence.
- Offer only the double $5 + 5 = 10$ for the copybook write — matching rows make both sides of = easy to see.

DEVELOPING

- After a correct build, ask the pupil to say the sentence the other way ('and... is the same as...') before the class moves on.
- On $6 + 4$, ask why the frame is full and what that tells us about both sides of the equals sign.

PROFICIENT

- After Class Challenge, ask: 'If the left side is $7 + 2$, what must the right side be so both sides match — and how do you know without counting every counter?'
- Invite a fast finisher to write today's sentence in copybook with the words and and the same as under the signs, still leaving tidy gaps.

✍ **Cross-curricular:** Tie to English oral language — pupils retell a short playground story (3 friends join 4 friends) as a number sentence said two ways.

ANSWER KEY

Your turn · Write the number sentence. A) $2 + 3 = 5$ B) $5 + 3 = 8$ C) $2 + 8 = 10$

Is it right? · $4 + 2 = 6$ tick · $4 + 2 = 4$ cross

Star challenge · Write the number sentence. $7 + 3 = 10$

EXTENSION SHEET · STRETCH ANSWERS

S1: $4 + 3 = 7$

S2: $5 + 5 = 10$

S3: any matching story, such as 6 pencils and 2 more pencils make 8 pencils

S4: 3