

Lesson 26 **NUMBER**

Our addition toolkit: module review and facts round-up

CURRICULUM ALIGNMENT

NUM.OPS.2

select, make use of and represent a range of addition and subtraction strategies.

INTERACTIVES

Ten Frame · display

Memory Match · explore

Fact Race · challenge

WHAT THIS LESSON TEACHES

When we add we pick the best tool from our kit: bonds that make ten, counting on, turnarounds, doubles, near doubles and making ten. Choosing the right tool helps us find totals quickly and by heart.

→ For $9 + 6$, make ten: $9 + 1 = 10$, then 5 more makes 15.

→ $6 + 7$ is a near double: double 6 is 12, then one more makes 13.

MODEL THIS ON THE BOARD

CHOOSING A TOOL FOR $8 + 5$

- ① Look at $8 + 5$. Making ten works well here.
- ② Take 2 from the 5 to bond with 8: $8 + 2 = 10$.
- ③ The 3 left over joins on: $10 + 3 = 13$.
- ④ So $8 + 5 = 13$ using the making-ten tool.

LESSON ARC

Open by holding up the six tools in the addition kit — bonds, counting on, turnarounds, doubles, near doubles and making ten. On the ten-frames interactive, walk three facts ($9 + 6$ making ten, $7 + 7$ double, $15 + 2$ turnaround) and have pupils name the tool before the total lands. Match fact-and-total cards together on the IWB, then a short copybook moment for each pupil's proudest heart-fact. Class Challenge runs four board facts with the tool named aloud after each check. Close by tying a favourite tool to a real fact from today.

TEACHING MOVES

1. **Getting Started.** Take three hands-up answers naming tools from the kit — not open call-outs. Leave the answer unsettled; Watch and Notice will put three tools to work. If a pupil offers counting every counter from one, ask gently whether a quicker tool might fit.
2. **Watch and Notice.** Run the three ten-frame facts one at a time. For $9 + 6$, ask how many the ten still needs before the leftover five appear. Hold on $7 + 7$ until someone says double. For $15 + 2$, ask which start means fewer jumps before the frame fills. Name each tool once the fact is read: making ten, double, turnaround.
3. **Try It Together.** Talk the matching cards through on the IWB. Rotate four pupils at the board; the class calls match or not this time out loud. After each correct pair, ask once which tool would unlock the fact quickly — accept any sensible kit name. Leave a wrong match face-up a beat so the class can spot the slip.
4. **Your proudest fact.** Walk the rows glancing for neat number sentences — whole-class copybook practice, not marking. A full sentence such as $7 + 7 = 14$ is ideal; a bare total is fine for a pupil who needs the shorter task.

5. **Class Challenge.** Keep the board work brisk: $5 + 5$ (double), $9 + 1$ (bond), $6 + 7$ (near double: double 6 is 12, one more makes 13), $8 + 5$ (making ten). One pupil taps the total; the class names the tool after each check. On a miss, ask which tool might unlock it, then let the same pupil try again. Save the labelled extension rounds only if time remains.
6. **What Did We Notice?** Listen for a tool name tied to a real fact from today, not just a favourite label. Re-voice: so doubles helped you with $5 + 5$, or making ten helped you with $8 + 5$. If someone only says counting on, ask which other tool might have been quicker on one of today's facts.

COMMON MISCONCEPTIONS

⚠ Pupils reach for counting on for every fact — even $5 + 5$ or $9 + 1$ — and treat the toolkit as optional decoration.

Stop after the fact is read and ask: which start means fewer jumps? Point back at the ten-frames for $9 + 6$ and show one counter filling the frame beats six jumps from nine.

⚠ On a near double such as $6 + 7$, pupils double the larger number and get stuck, or add both numbers then double, landing on 26.

Rebuild on the ten-frames: two groups of six, then slide one extra counter across. Say it with them — double six is twelve, one more makes thirteen — before the total is tapped.

⚠ Pupils treat $2 + 15$ and $15 + 2$ as two different hard facts and start counting from two.

Ask which start means fewer jumps before the frame appears. Flip the fact on the board so 15 is first; two jumps from fifteen is visibly shorter than fifteen jumps from two.

DIFFERENTIATION

EMERGING

- Stay on doubles and bonds within ten on the ten-frames while the class moves to near doubles and making ten. Pupils mirror with counters at their desks.
- For the copybook moment, accept a bare total or a pre-started stem such as $5 + 5 = \underline{\quad}$ rather than a full sentence.

DEVELOPING

- After each Try It Together match, press once for the tool name before the cards flip back — same facts, sharper choice language.
- On Class Challenge, after $6 + 7$ lands, ask: what about $7 + 8$ — same tool or a different one?

PROFICIENT

- Narrate a fifth board fact such as $9 + 7$ and ask them to name the tool and the total before anyone taps — stretch inside the same whole-class beat.
- Ask: pick one fact from today and say why your tool beats counting on for that pair. Hands-up, one sharp sentence.

➤ **Cross-curricular:** Link to PE — keep a running total of team points within 20 and name the toolkit strategy used for each add.

ANSWER KEY

Your turn · Write the number sentence. A) $8 + 6 = 14$ B) $7 + 5 = 12$ C) $9 + 4 = 13$

Your turn · Write the number sentence. $8 + 8 = 16$

Is it right? · $2 + 9 = 11$ tick · $2 + 9 = 10$ cross

Star challenge · Write the number sentence. $9 + 8 = 17$

EXTENSION SHEET · STRETCH ANSWERS

S1: 14, doubles

S3: 4

S2: 13

S4: $15 + 2 = 17$