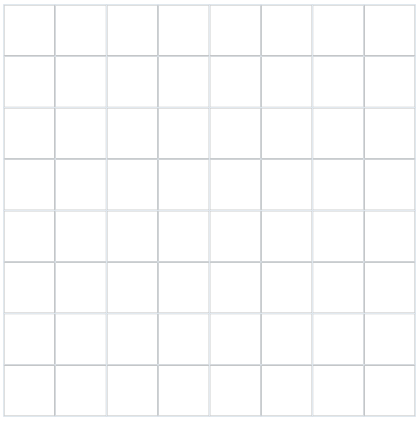
Year 1 - Adding and Subtracting Involving 10 — Lesson Guide

Step 1

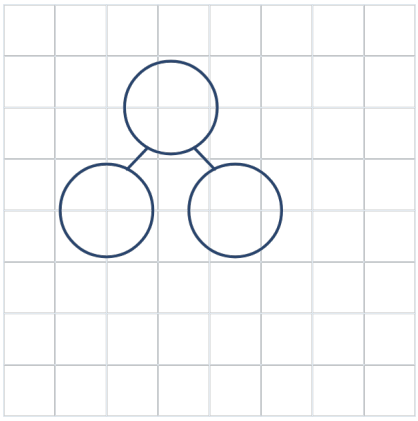
10 – 8 = ☐



The minus sign tells us to take away 8 from 10. There will be fewer than 10 left. We circle the minus sign.

Step 2

10 – 8 = ☐

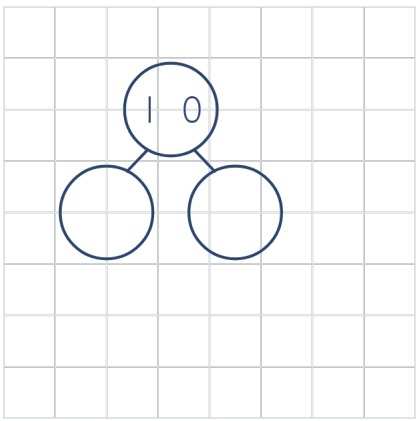


Remember: The whole goes in the top circle. The parts go in the two circles below.

A part–whole model helps us see how two parts make a whole. We draw a circle at the top for the whole and two circles below for the parts.

Step 3

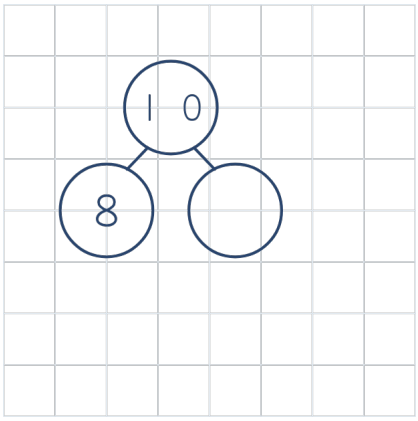
10 – 8 = ☐



Write 10 in the top circle. That is the whole amount we start with.

Step 4

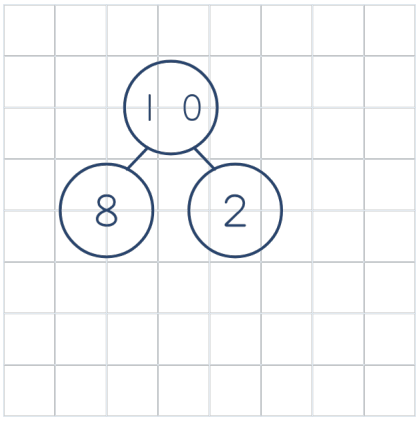
10 − 8 = ☐



Write 8 in the first small circle. That is the part we take away. Leave the other small circle empty. It will show what is left.

Step 5

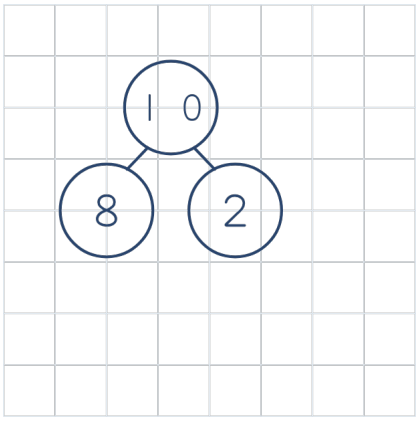
10 − 8 = ☐



What goes with 8 to make 10? 8 and 2 make 10, so 2 is what we have left. We write 2 in the empty circle.

Step 6

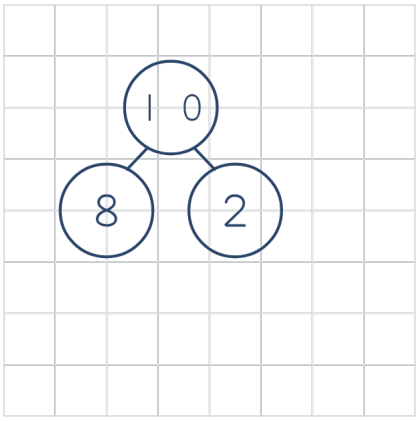
10 – 8 = ☐



Putting 8 and 2 together gives us 10 again.

Step 7

10 – 8 = 2

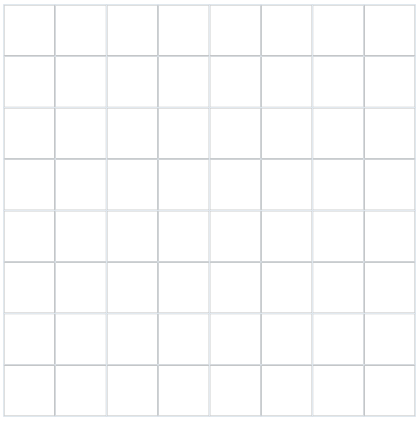


Write 2 in the answer box. 10 take away 8 leaves 2. The model shows that 8 and 2 make 10.

Year 1 - Addition — Lesson Guide

Step 1

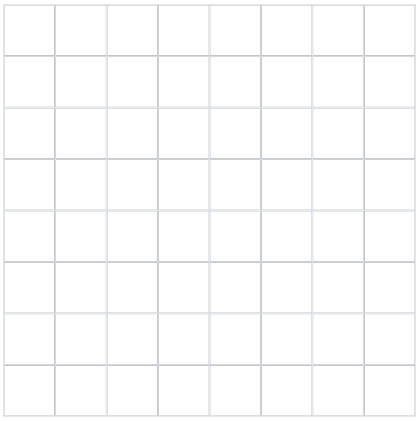
$9 + 4 =$ ☐



The plus sign tells us to add. When we add more, the number gets bigger. We circle the plus sign.

Step 2

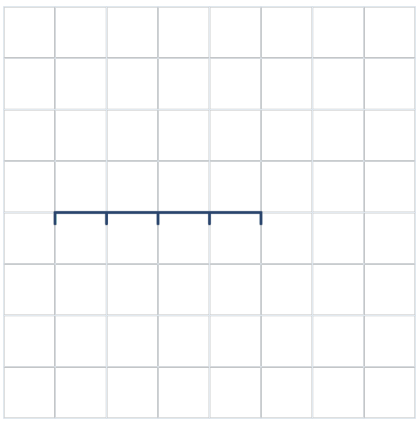
$9 + 4 =$ ☐



We're adding 4, so we count on 4. Each jump takes us one number to the right.

Step 3

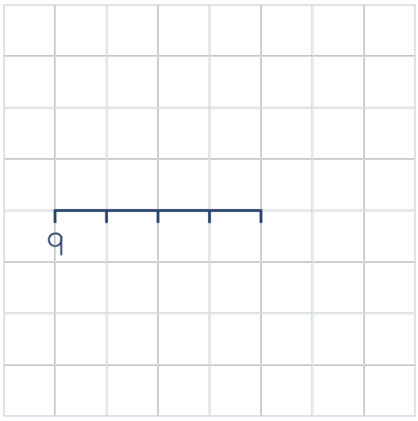
$9 + 4 =$ ☐



Draw a straight line and make a mark at the left end for the start. Make 4 equal spaces to the right, with a mark at the end of each space. Each space is one jump.

Step 4

9 + 4 = ☐

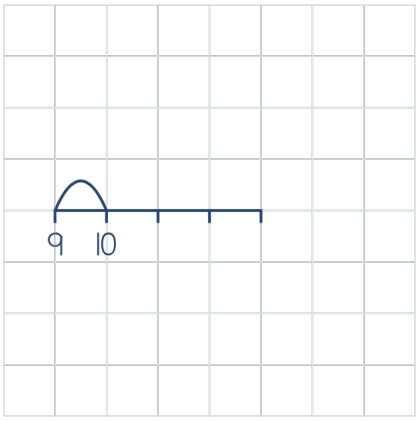


Remember: Count the jumps, without counting the starting number as a jump.

Write 9 under the left end. That's our starting number.

Step 5

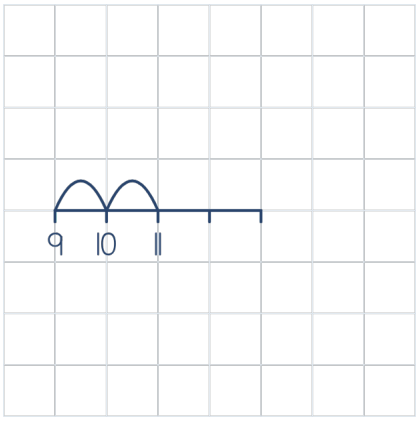
9 + 4 = ☐



The first jump takes us from 9 to 10.

Step 6

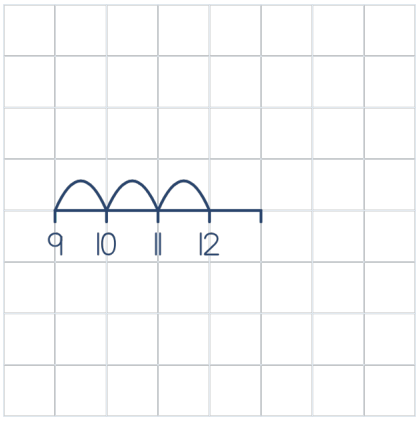
9 + 4 = ☐



The next jump takes us from 10 to 11.

Step 7

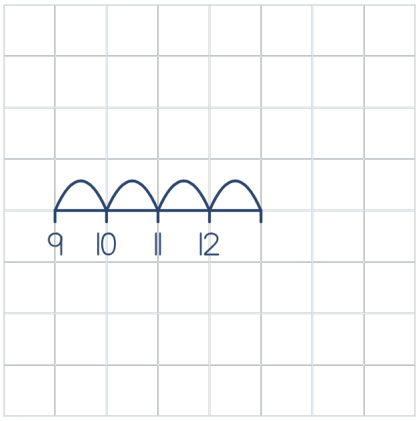
9 + 4 = ☐



The next jump takes us from 11 to 12.

Step 8

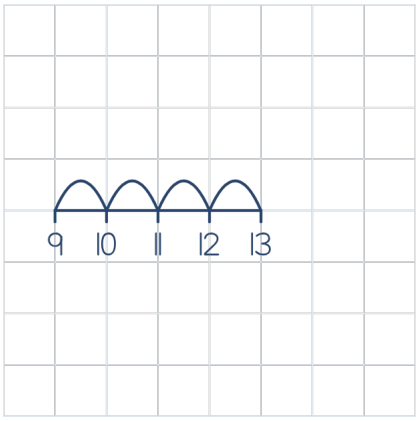
9 + 4 = ☐



The next jump takes us from 12 to 13.

Step 9

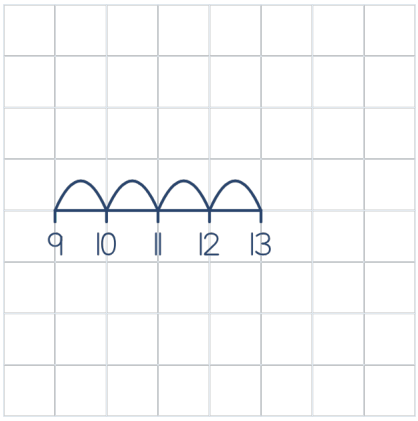
9 + 4 = ☐



Write 13 under the place where we land.

Step 10

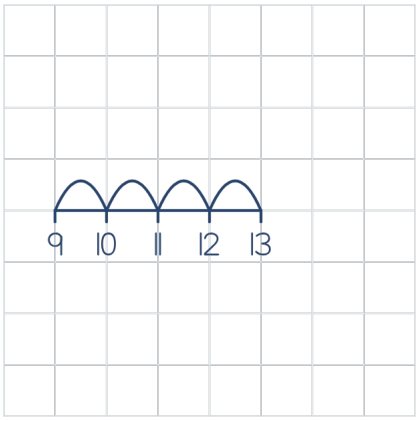
9 + 4 = ☐



Check the number line. There should be 4 jumps to the right, one space for each jump.

Step 11

9 + 4 = 13

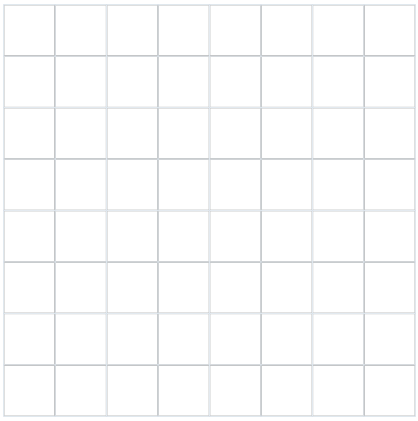


We started at 9 and counted on 4. We landed on 13. Write 13 in the answer box. 9 add 4 equals 13.

Year 1 - Subtraction — Lesson Guide

Step 1

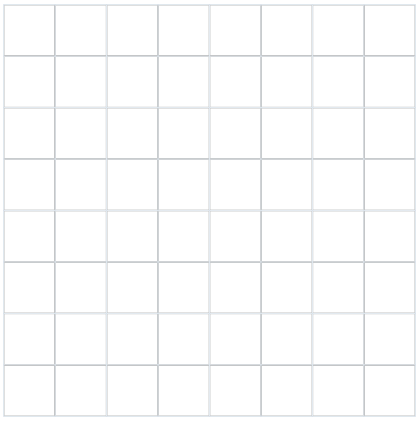
13 – 5 = ☐



The minus sign tells us to take away 5 from 13. There will be fewer than 13 left. We circle the minus sign.

Step 2

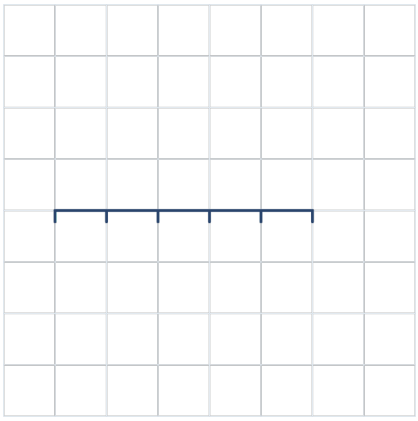
13 – 5 = ☐



We’re taking away 5, so we count back 5. Each jump takes us one number to the left.

Step 3

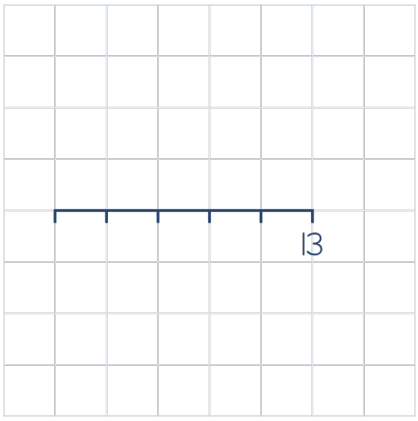
13 – 5 = ☐



Draw a straight line and make a mark at the right end for the start. Make 5 equal spaces to the left, with a mark at the end of each space. Each space is one jump.

Step 4

13 – 5 = ☐

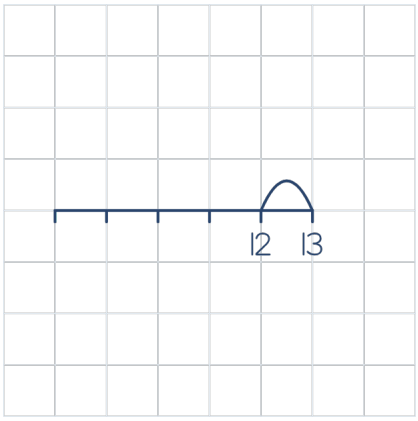


Remember: Count the jumps, without counting the starting number as a jump.

Write 13 under the right end. That's our starting number.

Step 5

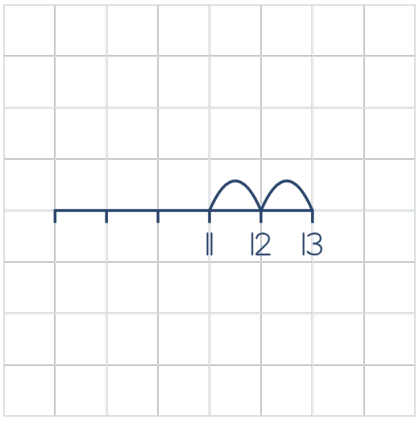
13 – 5 = ☐



The first jump takes us from 13 to 12.

Step 6

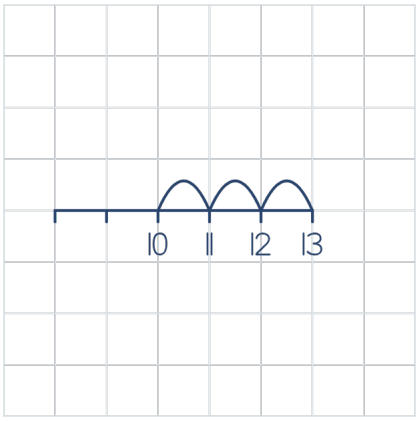
13 – 5 = ☐



The next jump takes us from 12 to 11.

Step 7

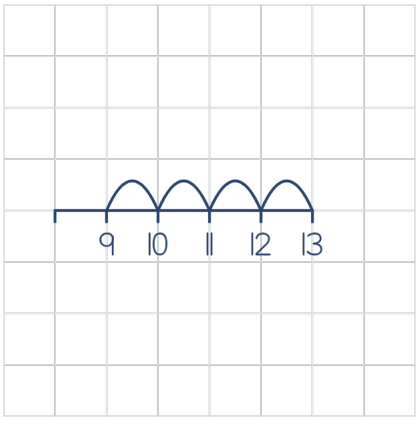
13 – 5 = ☐



The next jump takes us from 11 to 10.

Step 8

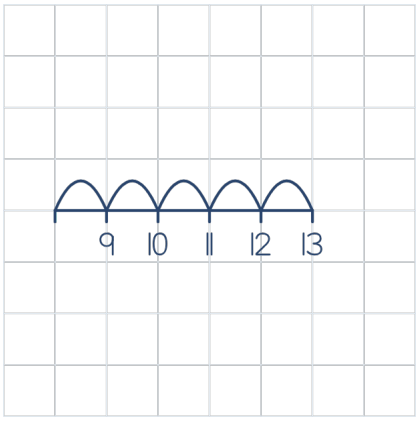
13 – 5 = ☐



The next jump takes us from 10 to 9.

Step 9

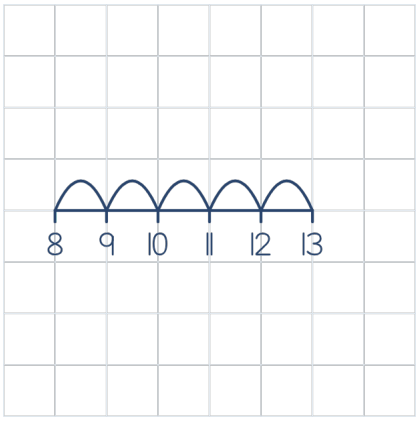
13 – 5 = ☐



The next jump takes us from 9 to 8.

Step 10

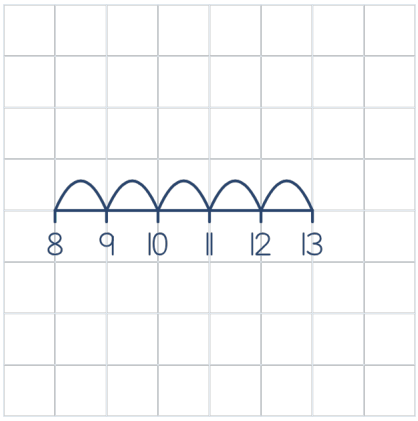
13 – 5 = ☐



Write 8 under the place where we land.

Step 11

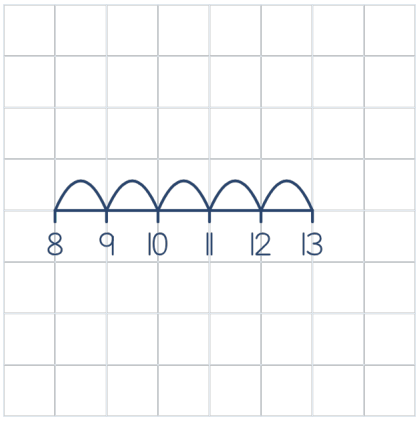
13 – 5 = ☐



Check the number line. There should be 5 jumps to the left, one space for each jump.

Step 12

13 – 5 = **8**

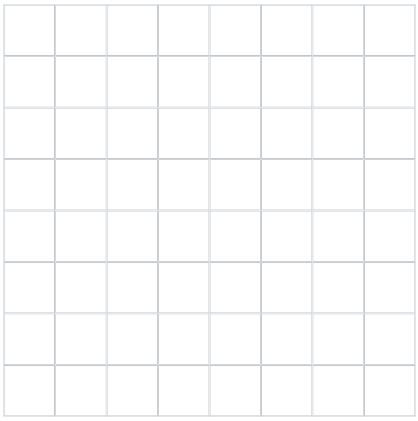


We started at 13 and counted back 5. We landed on 8. Write 8 in the answer box. 13 take away 5 leaves 8.

Year 1 - Missing Number Problems — Lesson Guide

Step 1

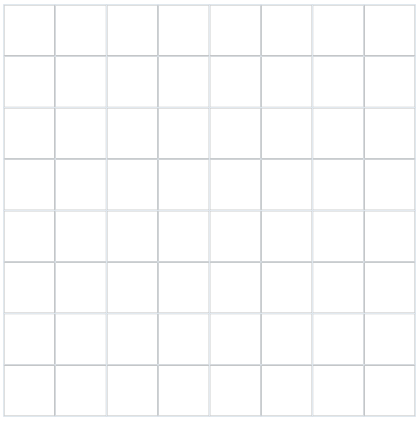
4 + ☐ = 9



The plus sign tells us to add. When we add more, the number gets bigger. We circle the plus sign.

Step 2

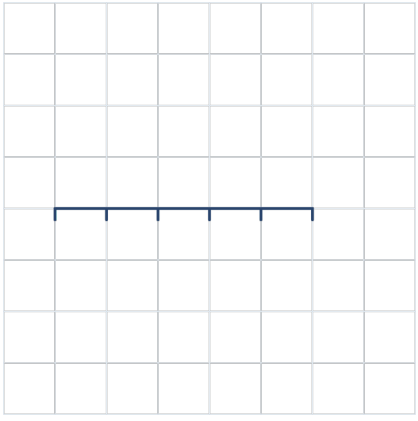
4 + ☐ = 9



The total is 9. The box asks how much we add. We count the jumps from 4 to 9.

Step 3

4 + ☐ = 9

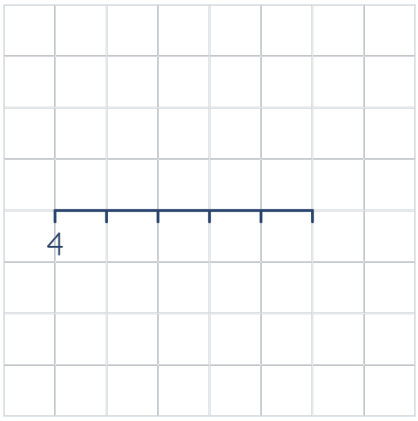


Remember: 9 tells us where to stop. The number of jumps tells us what to write in the box.

Draw a number line. Start at 4 and move one space for each jump. Stop when you reach 9. Then count the jumps.

Step 4

4 + ☐ = 9

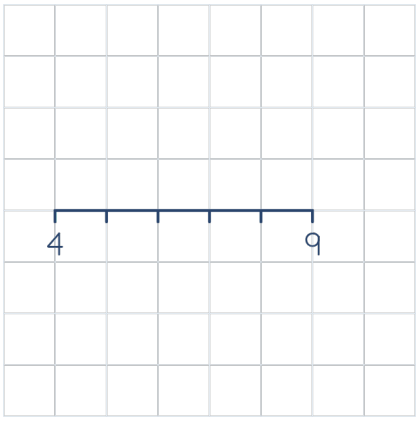


Remember: Count the jumps, without counting the starting number as a jump.

Write 4 under the left end. That's our starting number.

Step 5

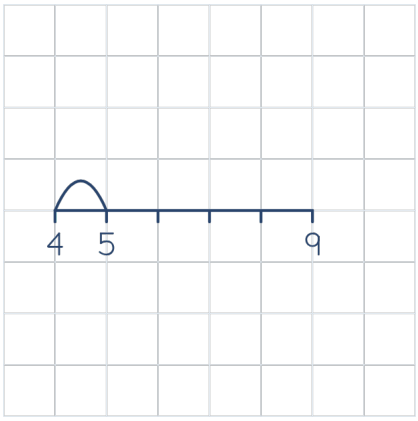
4 + ☐ = 9



Mark 9 at the other end. Now we can see where to stop.

Step 6

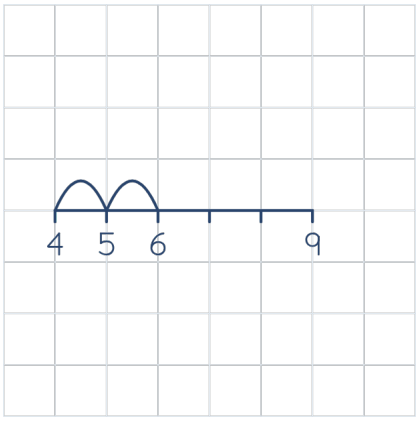
4 + ☐ = 9



The first jump takes us from 4 to 5.

Step 7

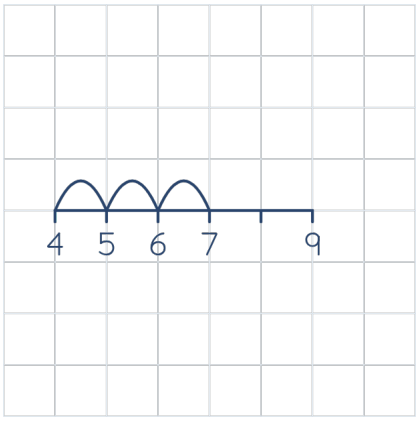
4 + ☐ = 9



The next jump takes us from 5 to 6.

Step 8

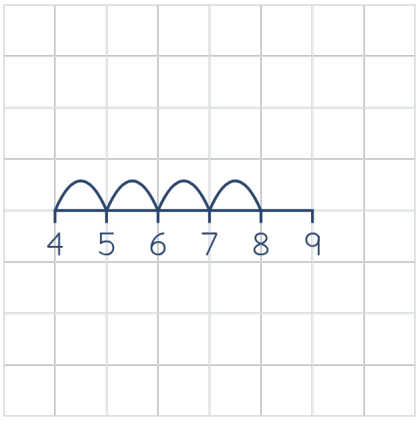
4 + ☐ = 9



The next jump takes us from 6 to 7.

Step 9

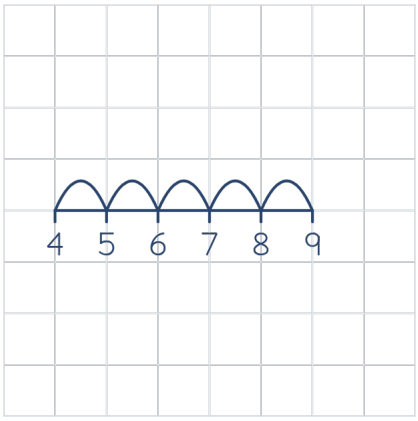
4 + ☐ = 9



The next jump takes us from 7 to 8.

Step 10

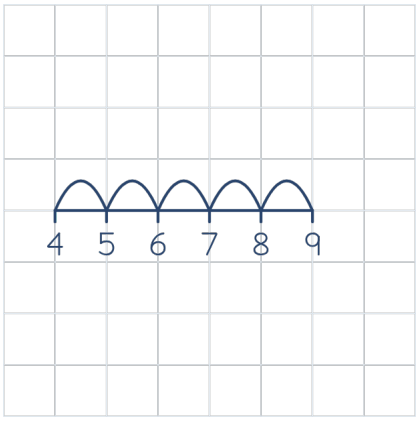
4 + ☐ = 9



The next jump takes us from 8 to 9.

Step 11

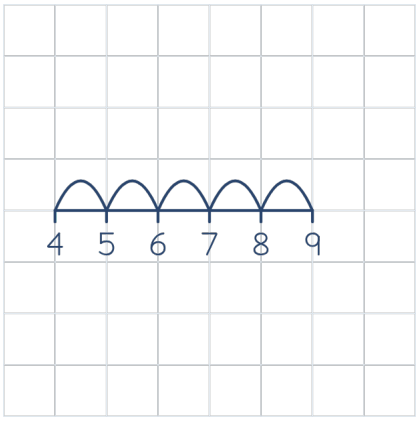
4 + ☐ = 9



We counted 5 jumps to get to 9, so 5 goes in the box.

Step 12

4 + 5 = 9

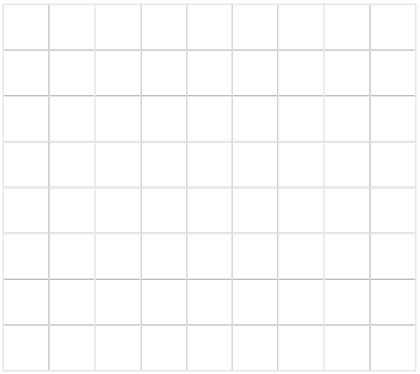


Write 5 in the box. Count on 5 from 4 to reach 9. That checks the missing number.

Year 1 - Division — Lesson Guide

Step 1

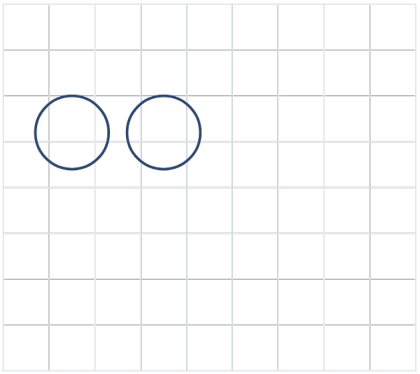
10 shared into 2 equal groups is ☐



10 shared into 2 equal groups means we give each group the same number of counters. How many are in each group?

Step 2

10 shared into 2 equal groups is ☐

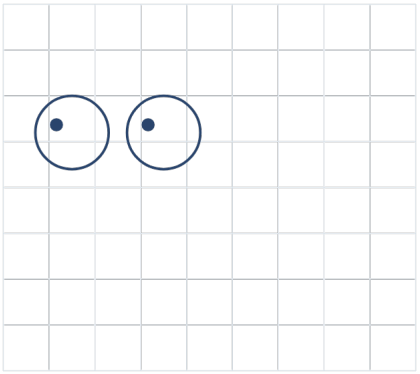


Remember: The number 2 tells us how many circles to draw. The answer tells us how many counters are in one circle.

We draw 2 circles the same size, one for each group. We share the 10 counters one round at a time. Put one in the first circle and one in the second circle, then start again.

Step 3

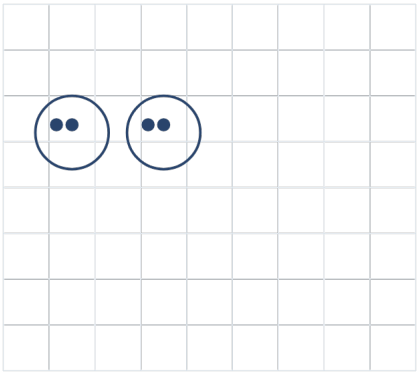
10 shared into 2 equal groups is ☐



Put one counter in the first circle. Put one counter in the second circle. We have shared 2 counters. Each circle has 1 counter.

Step 4

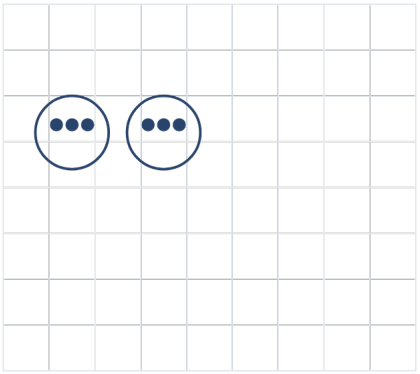
10 shared into 2 equal groups is ☐



Give each group one more counter. Now each group has 2.

Step 5

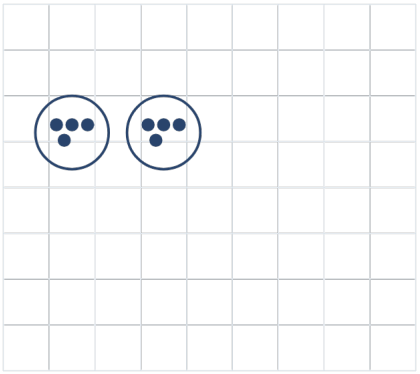
10 shared into 2 equal groups is ☐



Give each group one more counter. Now each group has 3.

Step 6

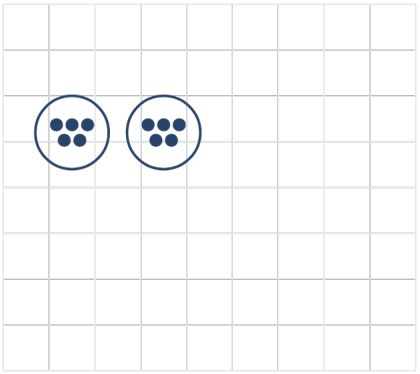
10 shared into 2 equal groups is ☐



Give each group one more counter. Now each group has 4.

Step 7

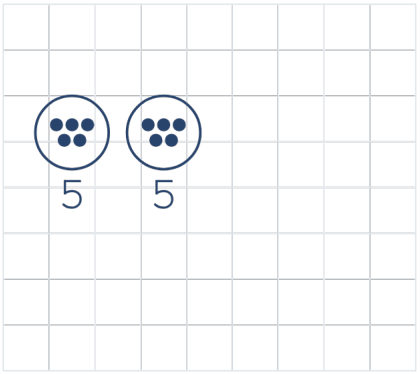
10 shared into 2 equal groups is ☐



Give each group one more counter. Now each group has 5.

Step 8

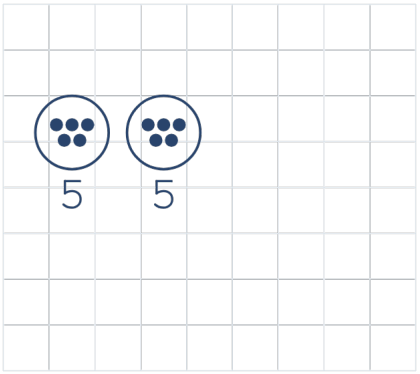
10 shared into 2 equal groups is ☐



All 10 counters have been shared. The counters are in matching rows, so each circle has the same number. Count the counters in one circle. There are 5 counters in each circle. Write 5 under each circle.

Step 9

10 shared into 2 equal groups is **5**

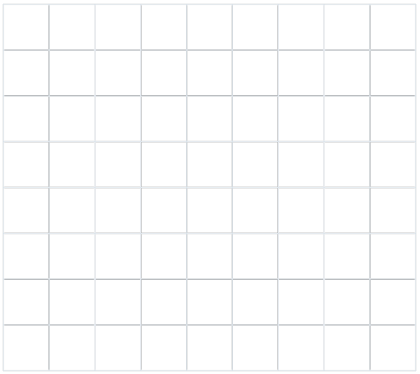


10 shared equally into 2 groups gives 5 in each group. Write 5 in the answer box.

Year 1 - Multiplication — Lesson Guide

Step 1

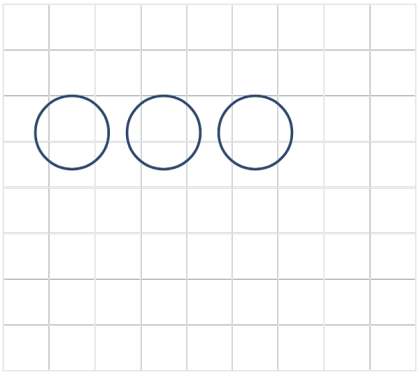
3 lots of 4 is ☐



3 lots of 4. The 3 tells us to draw 3 groups. The 4 tells us to put 4 counters in each group. We want to find how many counters there are altogether.

Step 2

3 lots of 4 is ☐

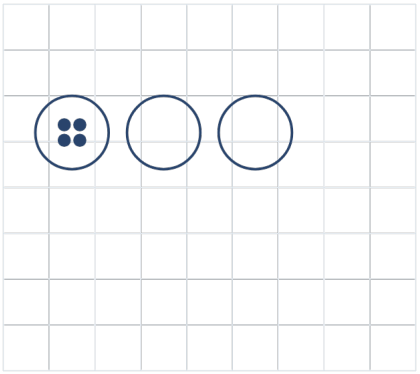


Remember: One circle for each group. Each group must have the same number of counters.

Circles help us keep the groups separate. We draw 3 circles the same size, one for each group.

Step 3

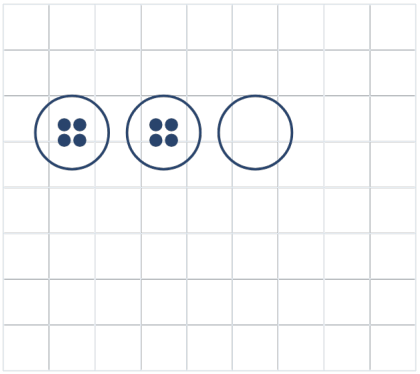
3 lots of 4 is ☐



Put 4 counters in the first group. Keep them in neat rows.

Step 4

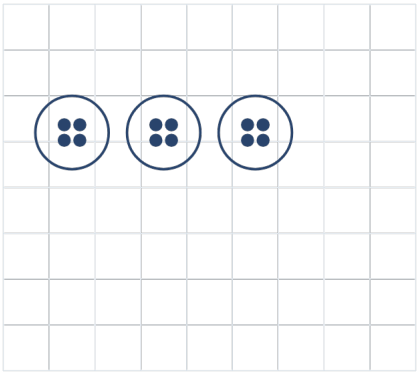
3 lots of 4 is ☐



Put 4 counters in the next group, in the same neat rows.

Step 5

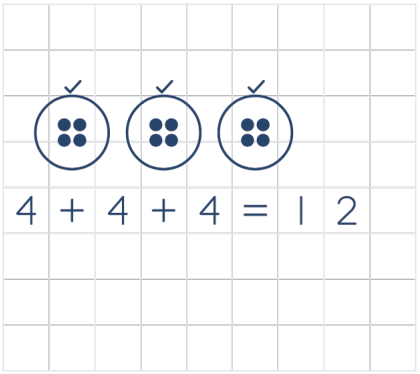
3 lots of 4 is ☐



Put 4 counters in the next group, in the same neat rows.

Step 6

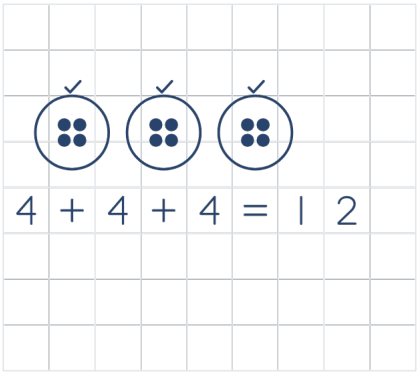
3 lots of 4 is ☐



There are 4 counters in the first circle. Add 4 from the second circle to make 8. Add 4 from the third circle to make 12. 4 + 4 + 4 = 12.

Step 7

3 lots of 4 is **12**



3 lots of 4 is 12. Write 12 in the answer box.

Year 1 - Count On from the Larger Number

When to choose this strategy

When you add a little number, start with the larger number. You have fewer jumps to count.

Worked example

2 + 7



1. 7 is the larger number. We can start there and count on just 2. One more is 8. One more is 9.

2. We land on 9, so 2 + 7 = 9.

> **Remember:** Start on the larger number. Say the next number for the first jump.

Check understanding

5 + 2

Which number will you start on? How many jumps will you make?

Expected answer 5 + 2 = 7

Year 1 - Count Back a Little

When to choose this strategy

When you take away one, two or three, count back that many from the starting number.

Worked example

9 − 2



1. We only need to take away 2. We can start at 9 and count back. One less is 8. One less is 7.

2. We land on 7, so 9 − 2 = 7.

> **Remember:** Say the number before the starting number as you make the first jump.

Check understanding

6 − 2

Where will you start? Say the number you reach on each jump.

Expected answer 6 − 2 = 4

Year 1 - Use a Double

When to choose this strategy

Look for equal numbers, numbers one apart, or a half you can find from a double you know.

Worked example

4 + 4



1. Both numbers are 4. Add the two equal numbers to find the double. 4 plus 4 makes 8.

> **Remember:** A double is two equal amounts added together.

Check understanding

2 + 2

Which number will you double? Say the double as an addition fact.

Expected answer 2 + 2 = 4