

Where are they now?

Students demonstrate their understanding of the process of addition by joining two groups. They are able to find the total of the two groups by counting all of the items, starting from “one”.

Where to next?

Students automatically recall number facts to 10.

Outcomes

These activities provide opportunities for students to demonstrate progress towards the following outcomes: A student

- NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers
- PAS1.1 Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern and builds number relationships
- WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems
- WMS1.3 Describes mathematical situations and methods using everyday language and some mathematical language, actions, materials, diagrams and symbols.

LFN reference

Counting on
Partitioning and combining strategies

How?

Friends of ten



Construct two sets of numeral cards in the range of one to ten. For this activity it is necessary to attach string or shoelaces to the numeral cards so they can be worn around the students' necks. It is also more manageable if each set of cards is a different colour. Distribute one set of numeral cards to ten students. These students leave the room or turn away from the remaining students. Distribute the other set of numeral cards to the remaining students. Ask the students in the first group to return to the class (or turn around) and find a partner who is wearing a card which, when added to their own card, will equal ten.



Variations

- Increase the range of numbers on the numeral cards.
- Change the cards so that one set displays numerals and the other set displays dot patterns.

Why?

Knowing the basic number combinations that form ten allows students to use a range of strategies for addition, for example, knowing that $7+3$ is the same as $8+2$, and introduces the idea of compensation (one up, one down).

This activity develops the concept that addition may be an appropriate strategy for solving a subtraction problem.