

Year 2 Unit 9 (Summer term) Support Session 1

Adding near multiples of 10

Objectives

Add 9 by adding 10 and subtracting 1.

Vocabulary

add
subtract

Resources

Whiteboards

Oral and mental starter

Count in tens from 32 to 102.

Count in tens from 24 to 104.

Q What are we doing when we count in tens?

Establish that we are adding on 10 each time.

Write on the board $23 + 10 = \square$

Ask the children to complete the number sentence.

Ask the children to read it together.

Repeat with $44 + 10$ and $18 + 10$.

Q What do we notice when we add 10 to a number?

Establish that the ones digit stays the same.

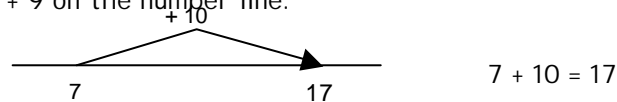
Main activity

Write on the board $7 + 9 = \square$

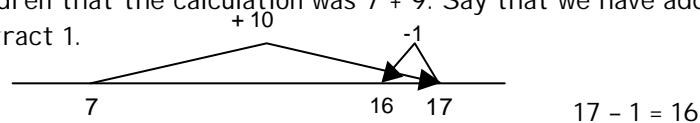
Q How do we find the answer?

Some children may count on from 7 or 9. Lead them to think about how they added 9 in the lesson.

Demonstrate $7 + 9$ on the number line.

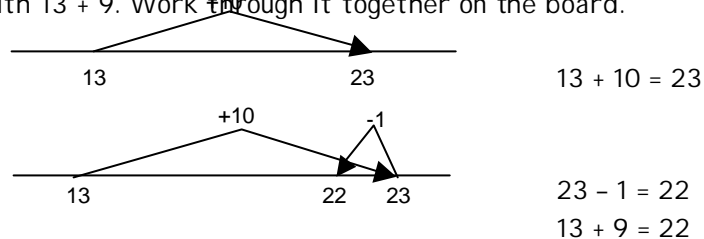


Remind the children that the calculation was $7 + 9$. Say that we have added 1 too many so we must subtract 1.



$7 + 9 = 16$. Read this together.

Repeat with $13 + 9$. Work through it together on the board.



Q Why do we subtract 1?

Establish that we added on 10 which was 1 too many so we must subtract 1.

Ask the children to work out $32 + 9$ on their whiteboards using number lines.

Plenary

Q. Why do we use this method? Why do we add 10 and subtract 1?

Agree that it is quicker than counting on 9 because it is easy to add 10 and easy to subtract 1.

Year 2 Unit 9 (Summer term) Support Session 2 (page 1 of 2)

Adding near multiples of 10.

Objectives

Add 19 by adding 20 and subtracting 1.

Vocabulary

add
subtract

Resources

Whiteboards

Oral and mental starter

Write on the board $23 + 10 = \square$

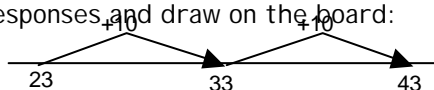
Q What is $23 + 10$? How can you work it out quickly?

Demonstrate drawing the hop from 23 to 33 on an empty number line.

Write on the board $23 + 20 = \square$

Ask the children to work out the calculation and draw the hops on their whiteboards.

Collect responses and draw on the board:



Establish that adding 20 is adding 2 sets of 10. Count on 20 saying, '33, 43'.

Write on the board $25 + 20 = \square$

Ask the children to work this out drawing a number line on their whiteboards.

Agree that $35 + 20 = 55$

Repeat with $31 + 20$

Main activity

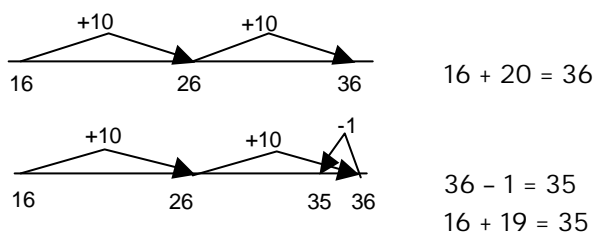
Remind the children that we added 9 by adding 10 and subtracting 1.

Q How could we add 19 to a number using this method?

Write on the board $16 + 19 = \square$

Draw out that we could add 20 and then subtract 1

Demonstrate $16 + 19$ on the number line.



Q Why did we subtract 1?

Agree that we added 20 when the calculation was $16 + 19$ so we must subtract 1 as we added on too much.

Write on the board: $27 + 19$

Work through this calculation with the children.

Q What do we do first?

Adding near multiples of 10

Main activity (continued)

Agree that we add 20 or 2 tens



Q What do I do next?

Agree that we subtract 1.



$$47 - 1 = 46$$

$$27 + 19 = 46$$

Write on the board $33 + 19$

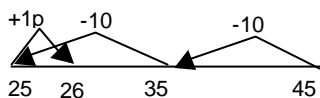
Ask the children to work this out showing their working on their whiteboards.

Plenary

Write on the board $45 - 19$

Q. How could we work this out?

Establish that we could use a similar method and then work through it.
Explain that we have subtracted too many and so need to add 1 back on again.



$$45 - 20 = 25$$

$$25 + 1 = 26$$