

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 $7 + 9 = \square$

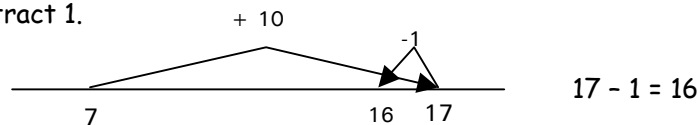
Q How do we find the answer?

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.

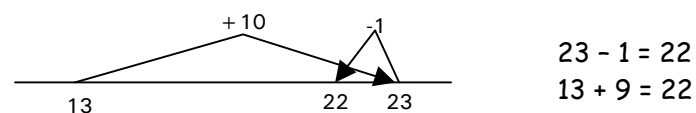
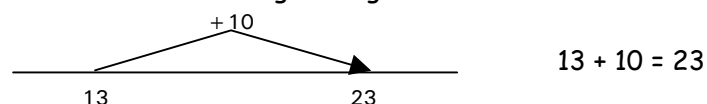


Remind the children that the calculation was $7 + 9$. Say that we have added 1 too many so we must subtract 1.



$7 + 9 = 16$. 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.

Ask 1 child to show the others how they worked it out.

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 $23 + 10 = \square$

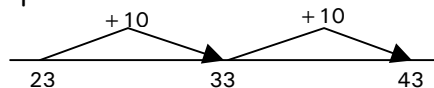
Q What is $23 + 10$? How can you work it out quickly?

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

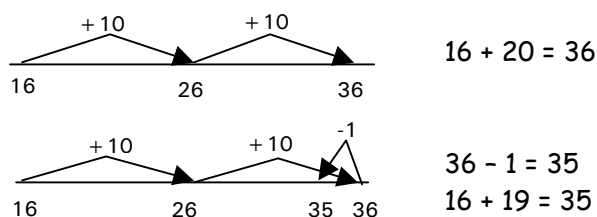
Remind the children that we added 9 by adding 10 and subtracting 1.

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 $16 + \underline{19}$ 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?

Year 2 Unit 9 (Summer term) Support Session 1 (page 2 of 2)
Adding near multiples of 10

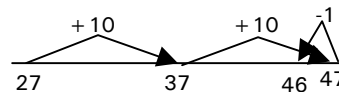
Main activity (continued)

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 $33 + 19$

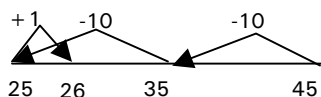
Ask the children to work this out showing their working on their whiteboards.

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.



$$45 - 20 = 25$$
$$25 + 1 = 26$$