

Name _____
 Class _____
 Date _____

Progression: Medium

Addition by Partitioning (A)



Partition the following numbers into *tens* and *units*.

28

Tens Units

12

Tens Units

63

Tens Units

90

Tens Units

Partition the following numbers into *tens* and *units*.

| Question | Add the Tens | Add the Units | Final Answer |
|----------|--|--|--|
| 13 + 25 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 36 + 12 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 51 + 18 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 14 + 43 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 22 + 32 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 77 + 11 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 42 + 25 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 51 + 21 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| 35 + 44 | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> | <input type="text"/> + <input type="text"/> = <input type="text"/> |

How confidently can you add by partitioning first?



Not confident



Fairly confident



Very confident

Your Score _____

Sticker

Developing Numeracy Maths Year 2

**Robert J Wright, Garry Stanger, Ann K
Stafford, James Martland**



Developing Numeracy Maths Year 2:

Developing Numeracy Peter Patilla, 2002-01-01 A photocopiable activity book for the daily mathematics lesson covering the Calculations strand of the Numeracy Strategy This volume is designed for use with Year 2 pupils and provides traditional worksheets puzzles and games to support learning Answers are included *Numbers and the Number System* Paul Broadbent, 2000-01 This photocopiable activity book is intended for use during the daily maths lesson in Year 2 and focuses on place value and ordering estimating fractions and decimals It is one of a series which covers the first strand of the framework for teaching mathematics from Reception to Year 6 with one book for each primary school year It aims to develop pupils confidence and consolidate their understanding of numbers and the number system *Using and Applying Maths* Hilary Koll, Steve Mills, 2005 Demonstrating the fundamental skills and processes that children need to develop this text provides a wide range of mathematical activities and tasks that can be used to enhance and improve existing skills

Developing Numeracy in the Secondary School Howard Tanner, Sonia Jones, Alyson Davies, 2020-03-26 As the National Numeracy Strategy NNS extends into secondary schools this book for trainee and practicing mathematics teachers provides practical guidance on developing effective strategies for the teaching of numeracy at KS3 and 4 based on the DfEE requirements The teaching and learning approaches suggested in the NNS are analyzed and explained using case study examples from secondary schools Many of these ideas were developed by teacher inquiry groups in the Raising Standards in Numeracy project The book includes examples of pupils work lesson plans and pupil activities ideas for using ICT to enhance mathematics teacher guidance on both teaching and assessment and ideas for developing numeracy across the curriculum This book offers an introduction to the subject of numeracy accompanied by lesson ideas and practical guidance It will prove a valuable resource for all trainee and new mathematics teachers **Teaching Early Years** Amanda Thomas, Karen McInnes, 2017-10-23 This textbook focuses on the main areas of teaching young children covering the 3 7 years age range that spans the early years and primary phases The majority of chapters are written by both an academic and practitioner reflecting a genuine theory and practice approach and this helps the reader to set theoretical discussion in the context of real practice Key themes explored within the book include Play and playfulness in the curriculum Child development in practice Literacy development and subject pedagogy Creativity and outdoor learning Packed full of learning features such as case studies reflective questions and lesson plans Teaching Early Years is an essential resource for both students and practitioners and will enhance your knowledge of how young children think and learn [OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment](#) OECD, 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality equity and efficiency of school education **STEM Education Across the Learning Continuum** Amy MacDonald, Lena Danaia, Steve

Murphy,2020-02-18 This is the first comprehensive book to consider STEM education from early childhood through to senior secondary education It approaches STEM as a form of real world problem based education that draws on the knowledge and skills of the science technology engineering and mathematics disciplines Rather than presenting each of the separate disciplines to an equal extent it focuses on STEM researchers perspectives on how their work contributes to effective STEM education in terms of building knowledge skills and engagement Gathering contributions by authors from various countries the book explores effective STEM education from a range of perspectives within the international context Moreover it addresses critical issues in STEM education including transition and trajectories gender rurality socioeconomic status and cultural diversity By doing so it not only shares the current state of knowledge in this field but also offers a source of inspiration for future research

Psychology and Mathematics Education Gila Hanna,Laura Macchi,Karin Binder,Laura Martignon,Katharina Loibl,2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity

Resources in Education ,1991-03 **Developing Numeracy :**
Measures, Shape & Space Hilary Koll,2001 Continuing the Developing Numeracy series of activity books for the daily maths lesson Measures Shape and Space covers the fourth strand of the National Numeracy Strategy Framework for teaching maths All activities are tailored for each level Which Degree Guide ,2001 **Teaching Number in the Classroom with 4-8 year olds** Robert J Wright,Garry Stanger,Ann K Stafford,James Martland,2006-01-05 At last a book is written by teachers for teachers based on sound research that will generate enquiry based learning It is essential for every classroom with lots of mathematical activities These will purposefully engage children and allow for differentiation for those who require additional support to understand the number system and the more able children who require to be challenged Mathematical standards

in our schools will improve tremendously following these instructional activities Carole Cannon Development Officer for Mathematics Recovery This book Teaching Number in the Classroom with 4 8 year olds is an absolute must have for all educators involved in early number Based on sound theoretical foundations it offers a wealth of down to earth tried and tested effective approaches to teaching early number concepts and skills It is a clearly a book written by teachers for teachers Every single activity in the book is a nugget Engaging with these activities will change your whole approach to teaching early number Noreen O Loughlin Associate Vice President Lecturer in Maths Education Mary Immaculate College University of Limerick Ireland The authors prove it is possible to write a teacher friendly teacher useful mathematics book that connects theory and practice This book may become the primary teacher s Math Bible Angela Giglio Andrews Primary Intervention Specialist and Coordinator and Assistant Professor of Mathematics Education National Louis University Teaching Number in the Classroom translates years of research into a very understandable and comprehensive approach for teaching children how the number system is structured and how to think like a mathematician For too many years there has been the perception that children who are struggling with mathematics don t know the basic facts The reality is that these children lack number knowledge and skills Teaching Number in the Classroom will guide the educational professional through the steps of understanding the development of number sense identifying the current levels of knowledge and providing instruction that helps children use the framework of mathematics to solve number problems Teaching Number in the Classroom is a thinking skills approach to mathematics Children are taught a variety of strategies for solving mathematical problems The teacher using this book will be able to help all children develop a strong foundation of mathematical understanding Carol Meland K 3rd Grade Principal for the School District of Milton Wisconsin USA Teaching Number in the Classroom with 4 8 year olds is an absolute must have for all educators involved in early number Based on sound theoretical foundations it offers a wealth of down to earth tried and tested effective approaches to teaching early number concepts and skills It is a clearly a book written by teachers for teachers Every single activity in the book is a nugget Engaging with these activities will change your whole approach to teaching early number Noreen O Loughlin Associate Vice President Lecturer in Maths Education Mary Immaculate College University of Limerick Following the success of their previous bestselling titles Early Numeracy and Teaching Number the authors of this brand new text now bring the principles and practice of their acclaimed Mathematics Recovery Programme to whole class teaching Central to the book is the concept of an inquiry based approach to classroom instruction and topics covered range from beginning number and early counting strategies to multi digit addition and subtraction right through to multiplication and division As world leaders in the field of Mathematics Recovery this book s authors have drawn on their vast experience to create a user friendly practical guide focusing on classroom teaching With its step by step approach the text can be used as a training manual and course reference by teachers everywhere Key features which make the book such a valuable tool include Real life examples from

classroom work Teaching activities Assessment tasks Guidance on classroom organization and teaching specific topics Activities for parents to do with children An invaluable resource for experienced mathematics recovery teachers as well as all primary classroom teachers from kindergarten level to Year three this text will also be of use to classroom assistants and learning support personnel Primary mathematics advisors numeracy consultants and educational psychologists will also find it helpful

Which Degree in Britain ,1999 A comprehensive guide to full time degree courses institutions and towns in Britain

Learning Mathematics for a New Century Maurice Joseph Burke,2000 *Developing Number Knowledge* Robert J Wright,David Ellemor-Collins,Pamela D Tabor,2011-11-04 Following the great success of the earlier books this fourth book in the Mathematics Recovery series equips teachers with detailed pedagogical knowledge and resources for teaching number to 7 to 11 year olds Drawing on extensive programs of research curriculum development and teacher development the book offers a coherent up to date approach emphasising computational fluency and the progressive development of students mathematical sophistication The book is organized in key domains of number instruction including structuring numbers 1 to 20 knowledge of number words and numerals conceptual place value mental computation written computation methods fractions and early algebraic reasoning Features include fine grained progressions of instruction within each domain detailed descriptions of students strategies and difficulties assessment tasks with notes on students responses classroom ready instructional activities This book is designed for classroom and intervention teachers special education teachers and classroom assistants The book is an invaluable resource for mathematics advisors and coaches learning support staff numeracy consultants curriculum developers teacher educators and researchers

Journal for Research in Mathematics Education ,2011 **Math Educ** ,2007 Contains abstracts in the field of mathematics education extracted from documents worldwide

Which Degree? ,1997 **Assessment and Learning of Mathematics** Australian Council for Educational Research,1992 Discusses issues in maths education such as different models of learning and assessment and contrasting ideas of how maths is learned The 15 contributors are leading maths educators and thinkers in Australia and overseas Includes references and an index

Teaching Children Mathematics ,2003

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