

Bridge through ten

CAPS

<p>L1 <i>[One pot; 7 red beads; 5 white beads (or any two colour beads)]</i></p> <p>Whole class:</p> <ul style="list-style-type: none"> Place 7 red beads in the pot, show it to the class (shake it) and say that you have 7 red beads inside. Place 5 white beads simultaneously in the pot. Tell the class that you've added some more white beads, now there are 12 beads altogether. Write the number sentence: $7 + \square = 12$ on the board saying, "I had 7 red beads, I added some more white beads and now there are 12 beads altogether". Tell the class that one way to work this out would be on a number line. Demonstrate how to work it out on a number line and write the answer in the number sentence. It is important to encourage a mental bridge-thru-ten: add 3 to 7 to get to ten, then add 2 to ten to get to 12, so 5 was added altogether. Show the class 2 similar tasks following the same process above – encourage learners to replay the same process on their own number lines. For example: $8 + \square = 13$ and $9 + \square = 12$ Give learners two tasks to do either individually or in pairs. For example: $7 + \square = 13$ and $8 + \square = 12$ 	<p>What to look for:</p> <ul style="list-style-type: none"> Whether children can record their working using informal/formal jottings. If any children use subtraction, i.e. $12 - 7 = 5$ If any children use 'count up to', i.e. they keep 7 in their head and add on: 8, 9, 10, 11, 12 keeping track of the number of counts made on their fingers, the five fingers they have raised after they've reached 12 is the answer. 	TERM 3
<p>L2 <i>[One pot; beads in two colours]</i></p> <p>Pair play:</p> <ul style="list-style-type: none"> One child from the pair (L1) can make up a number sentence without telling it to her partner. Learner1 selects an amount of beads (one colour) as per the first addend and puts it in the pot. She shows the pot to Learner2 (shakes it) and says: There are ___ (colour) beads in the pot. Learner2 then has to close her eyes. Learner1 puts more beads as per the second addend (in another colour) into the same pot. When her partner opens her eyes Learner1 says: I've put some more (2nd colour) beads into the pot, now there are ___ altogether. How many (2nd colour) beads have I put in? Learner2 has to write the open number sentence, then work out the answer and explain her working. The pair play again, this time learner2 makes up a number sentence. 	<p>What to look for:</p> <ul style="list-style-type: none"> Children who struggle to write the open number sentence. Children's strategies for working out the answer. Whether children can explain their solution strategies. 	TERM 3