ADDITIVE THINKING – SET 6

Ⓐ *+ - two 2 digit numbers*

56 + 52 =

31 + 58 =

$\quad$ 57

$\quad$ +20

+ - a 3 and 2 digit number

287 – 30=

490 – 39=

$\quad$ 170

$\quad$ - 23

Ⓑ *Strong place value knowledge.*

1$\underline{5}$9

How many hundreds in this number?
How much is the underlined number worth?
Write this number in written form.

Ⓒ *Rounding Numbers to the nearest 100.*

72 ≥ 50 so rounds up. $\qquad$ 49 ≤ 50 so rounds down. $\qquad$ Round to the nearest 100.

8$\underline{72}$ ⟶ 900 $\qquad$ 9$\underline{49}$ ⟶ 900 $\qquad$ 3$\underline{68}$ $\qquad$ 5$\underline{96}$ $\qquad$ 4$\underline{01}$

Ⓓ *Make 100 (Tidy Numbers)*

98 + ☐ = 100 $\qquad$ ☐ + 289 = 300

200 - ☐ = 189 $\qquad$ 100 – 54 =

? $\qquad$ -93

0 $\qquad\qquad$ 100

100 -93=
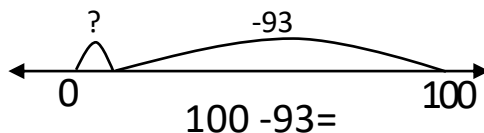
Ⓔ *+ - with Tidy numbers.*

97 + ☐ = 150

+3 $\qquad$ +50

97 100 $\qquad\qquad$ 150
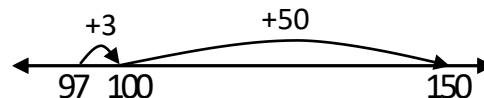
97 + $\underline{3 + 50}$ = 150

97 + $\underline{\quad 53 \quad}$ = 150

Ⓕ *+ - with Place Value Partitioning*

$\qquad$ 27 + 35=

Expand $\quad$ 27 + 30 + 3 + 2 =

$\qquad$ ⎰ 27 + 30 = 57

Add $\quad$ ⎱ 57 + 3 = 60

parts $\quad$ ⎱ 60 + 2 = 62

$\qquad$ 64 – 27 =

$\qquad$ 64 – 20 – 4 – 3 =

-3 $\quad$ -4 $\qquad$ -20

37 $\quad$ 40 $\quad$ 44 $\qquad$ 64
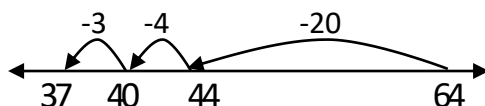
Ⓖ *+ - with Compensation*

$\qquad$ 140 – 96 =

+4 $\qquad$ -100

40 $\quad$ 44 $\qquad\qquad$ 140
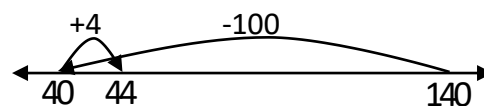
140 – 100 + 4 =

140 – 100 = 44

44 + 4 = 48

$\qquad\qquad$ 332 + 199 =

Find a rounded number $\quad$ 332 + (200 – 1) =

Add rounded number $\quad$ 332 + 200 = 532

Compensate $\qquad$ 532 – 1 = 531

Ⓗ *+ - fractions with the same denominator with improper and mixed number answers.*

Note: this is a Level 2 skill in the NZ Curriculum, but has not been mentioned anywhere in the Framework. I have included it here to prepare the students for the more complex fraction skill in Set 8

$\dfrac{1}{8} + \dfrac{3}{8} =$ $\qquad$ $\dfrac{1}{4} + \dfrac{5}{4} =$ $\qquad$ $\dfrac{1}{3} + 1\dfrac{1}{3} =$ $\qquad$ $\dfrac{4}{5} - \dfrac{2}{5} =$ $\qquad$ $\dfrac{3}{2} - \dfrac{2}{2} =$ $\qquad$ $1\dfrac{1}{4} - \dfrac{3}{4} =$