ADDITIVE THINKING – SET 6

Ⓐ *Add / subtract two 2 digit numbers*

56 + 52 =

31 + 58 =

57
+20

Add/ Subtract a 3 digit and 2 digit number

287 – 90=

490 – 39=

170
- 23

Ⓑ *Strong place value knowledge.*

159

How many hundreds are in this number?
What is the underlined digit worth?
Write this number in written form.
Write this number in expanded form.

Ⓒ *Rounding numbers to the nearest 100.*

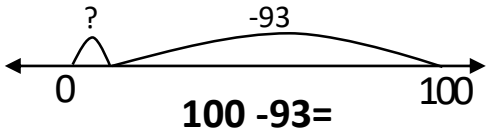
? ≥ 50 rounds up 49 < 50 rounds down.

872 → 900 628 → 600 263 → 300 949 → 900

Ⓓ *Make 100 (Tidy Numbers)*

98 + ☐ = 100 ☐ + 289 = 300

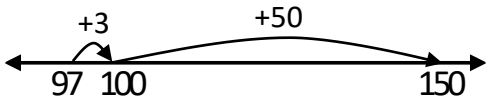
200 - ☐ = 189 100 – 54 =



100 -93=

Ⓔ *Add / Subtract with Tidy numbers.*

97 + ☐ = 150



97 + 3 + 50 = 150

97 + 53 = 150

Ⓕ *Add / subtract with place value partitioning*

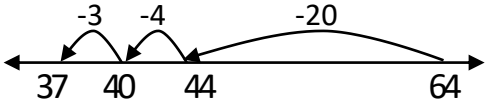
27 + 35=

Expand 27 + 30 + 3 + 2 =

Add parts:
27 + 30 = 57
57 + 3 = 60
60 + 2 = 62

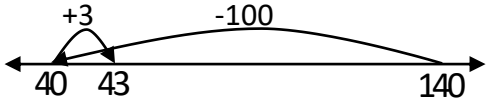
64 – 27 =

64 – 20 – 4 – 3 =



Ⓖ *Add / subtract with compensation*

140 – 97 =



140 – 100 + 3 =

140 – 100 = 40

40 + 3 = 43

332 + 199 =

Find a rounded number: 332 + (200 – 1) =

Add rounded number: 332 + 200 = 532

Compensate: 532 – 1 = 531

Ⓗ *Add / subtract 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 skills in Set 8

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

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