G1: Bridging through 10

Teacher Guide

BRIDGING THROUGH TEN

Introduction

The tasks here are designed to fit into the 10-minute oral and mental starter part of the lesson.

Each session starts with 1 minute of oral fluency, rehearsing key number facts that learners need to be able to answer confidently and rapidly.

There are then four sets of tasks for working on adding by bridging through 10 and four on subtracting. Some of these tasks are teacher led at the board, some are for learners to do independently.

Everyday day

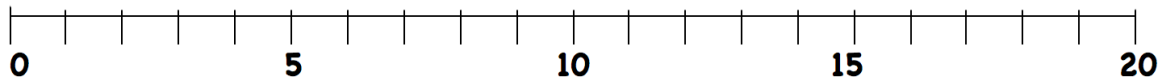
1 minute mental warm up

Pop Fizz (Teacher shows a number of open fingers and says this number, learners respond with number of closed fingers)

Make to 10

T: 3 - L: 7; T: 6 - L4 and so on.

Find numbers on the number line.



Mark 8 on the number line.

"How do we know where 8 is?"

Encourage learners to describe positions of numbers in relation to 5s and 10s – e.g. '8 is 3 more than 5' or '8 is 2 less than 10'.

Day 1: Task sequence

1 minute mental warm up

Mark 7 on the number line.

Problem: 7 and ☐ = 10

Record 7 and ☐ = 10 on the board

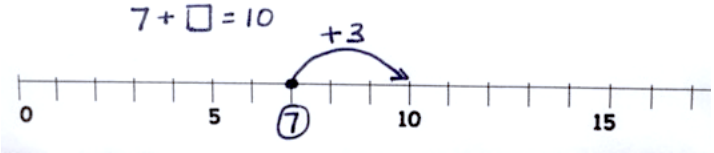
"Mark 7 on this number line."

A learner to come and mark the line.

"How far to ten?".

Learners to answer.

"Let's make one jump to ten rather than jumping in 1s." Record on the number line and complete the number sentence.



Repeat 'mark' and 'jump to 10' from 6.

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Day 2

1 minute mental warm up

Mark/identify 8, 6, 3, etc on the number line.

Task sequence

Remember from before – how did we solve: 7 and ☐ = 10?

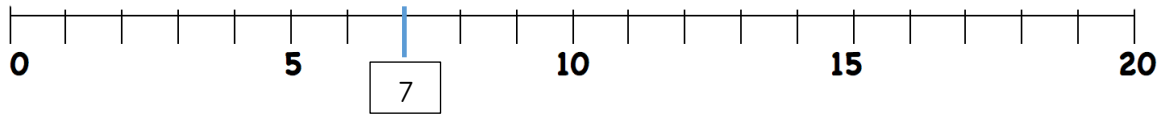
Let learners say the method and show on the board.

Use this number line to work out what 7 and 4 makes?

Record 7 and 4 = on the board.

"Where is 7 on this number line?"

A learner to come and mark the line.

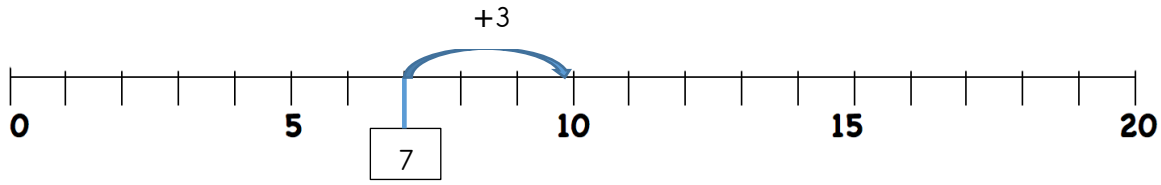


"We have to jump 4 forwards.
Let's make one jump to ten rather than jumping in 1s.

Learners to answer

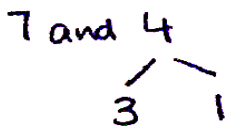
"7 plus what gives 10?"

Record jump on the number line.



"We have added 3. We need to add 4. 4 splits into 3 and what?

Learners to answer.

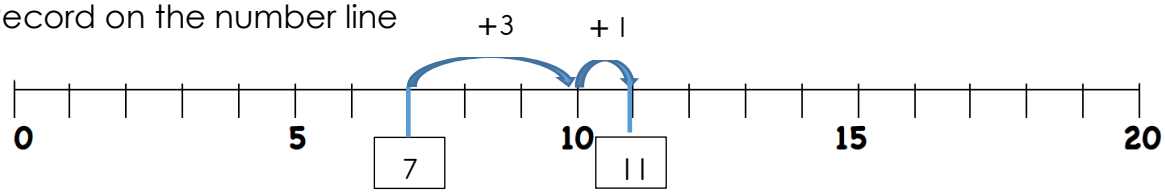


Split the 4 in 7 and 4 into 3 and 1

"How many more do we need to add?"

Learners to answer

Record on the number line



BRIDGING THROUGH TEN

Day 3

1 minute mental warm up

Mark/identify 3, 8, 11, etc on the number line

Pop Fizz Make to 10

Task sequence

As done previously, model at the board on the number line how to bridge through 10 to solve:

7 + 5 =

INDIVIDUAL TASKS

Ask learners to solve this sum by bridging through ten

6 + 5 =

If a learner finishes this sum quickly, give them more to practice.

Encourage them to show their working on a number line.

Encourage mental working method of jumping NOT counting in 1s.

Encourage exploring bridging through 10 in sentences by explaining their work to a partner.

BRIDGING THROUGH TEN

Day 4

1 minute mental warm up

Mark/identify numbers in the 1-20 range on number line.

Pop Fizz Make 10 or 20.

Task sequence

INDIVIDUAL TASKS

Ask learners to solve these sums by bridging through ten

8 + 3 =

9 + 4 =

7 + 6 =

If any learners finish these three sums quickly, give them more to practice.

Encourage them to show their working on a number line.

Encourage mental working method of jumping NOT counting in 1s.

Encourage exploring bridging through 10 in sentences by explaining their work to a partner.

Day 5: Task sequence

1 minute mental warm up

Jumping **back** to ten**:** T: 12, L: 2: T: 14, L: 4; T 13: L: 3; and so on.

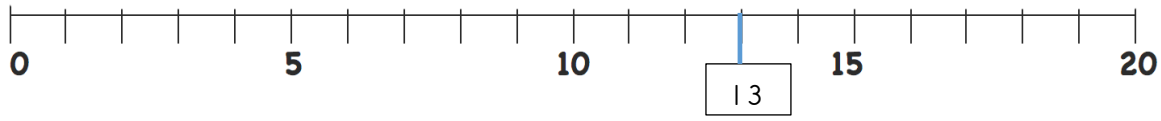
Problem: 13 – 7 =

Record 13 – 7 = on the board

"Where is 13 on this number line?"

13 – 7 =

A learner to come and mark the line.



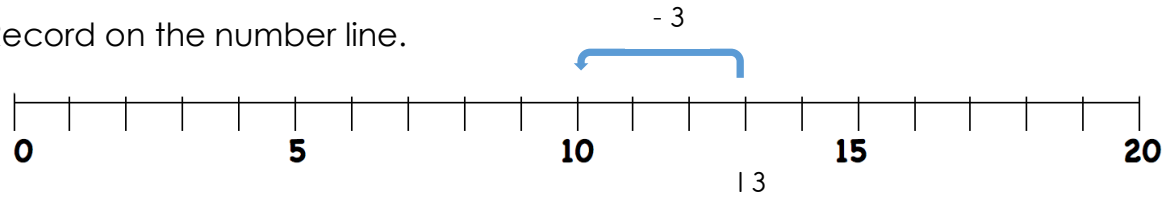
"We have to jump 7 backwards.
Let's make one jump to the ten before 13 rather than jumping in 1s.
What is the ten before 13?"

Learners to answer

"13 minus what gives 10?"

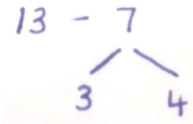
Learners to answer

Record on the number line.



"We have subtracted 3. We need to subtract 7. 7 splits into 3 and what?

Learners to answer

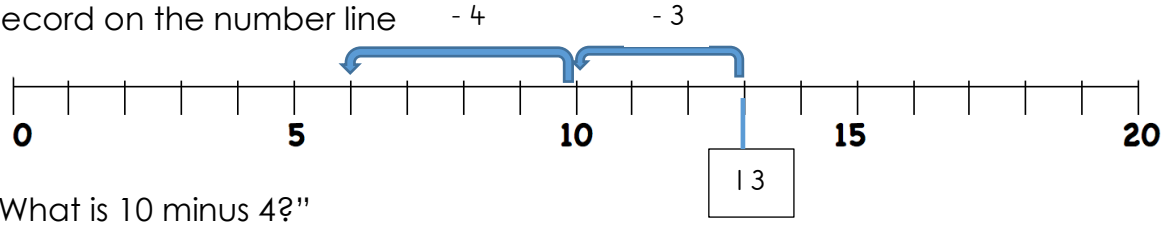


Split the 7 in 13 – 7 into 3 and 4

"How many more do we need to subtract?"

Learners to answer

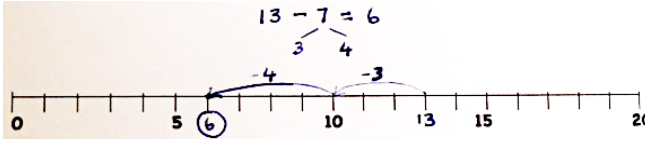
Record on the number line



"What is 10 minus 4?"

"So, 13 – 7 = 13 – 3 – 4 = 6"

Add to the number line and number sentence.



BRIDGING THROUGH TEN

Day 6

1 minute mental warm up

Pop Fizz Make to 10 or 20.

Jumping **back** to ten …

Task sequence

Remember from yesterday – how did we solve

13 – 7?

Let learners say the method and how it works or show on the board

As for yesterday, model at the board on the number line how to bridge through 10 to solve:

12 – 5 =

INDIVIDUAL TASKS

Ask learners to solve this sum by bridging through ten

12 – 4 =

Encourage learners to show their working on a number line.

Encourage mental working method of jumping NOT counting in 1s.

Encourage exploring bridging through 10 in sentences by explaining their work to a partner.

BRIDGING THROUGH TEN

Day 7

1 minute mental warm up

Pop Fizz Make to 10 or 20.

Jumping **back** to ten **…**

Task sequence

As done previously, model at the board on the number line how to bridge through 10 to solve:

13 – 8 =

INDIVIDUAL TASKS

Ask learners to solve these sums by bridging through ten

11 – 5 =

12 – 7 =

If any learners finish these two sums quickly, give them more to practice.

Encourage them to show their working on a number line.

Encourage mental working method of jumping NOT counting in 1s.

Encourage exploring bridging through 10 in sentences by explaining their work to a partner..

BRIDGING THROUGH TEN

Day 8

1 minute mental warm up

Pop Fizz Make to 10 or 20.

Jumping **back** to ten …

Task sequence

INDIVIDUAL TASKS

Ask learners to solve these sums by bridging through ten

12 – 7 =

14 – 5 =

13 – 6 =

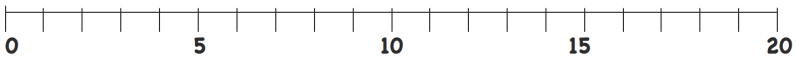
Encourage them to show their working on a number line.

Encourage mental working method of jumping NOT counting in 1s.

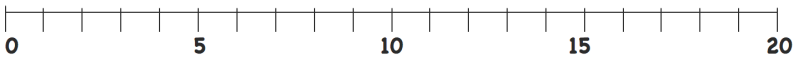
Encourage exploring of bridging through 10 in sentences.

Name: Practice test

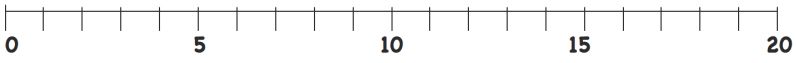
1. $6 + 5 = \square$



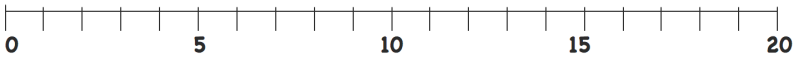
2. $14 - 6 = \square$



3. $9 + \square = 14$

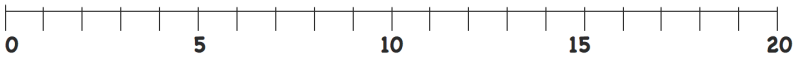


4. $\square + 7 = 15.$



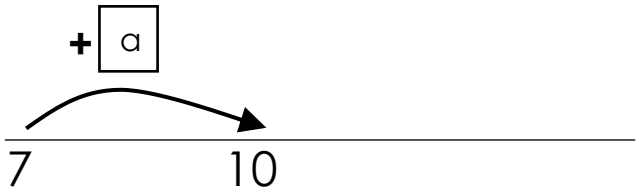
5. $2 + 9 = 2 + 8 + \square$

6. $7 + 6 = \square$



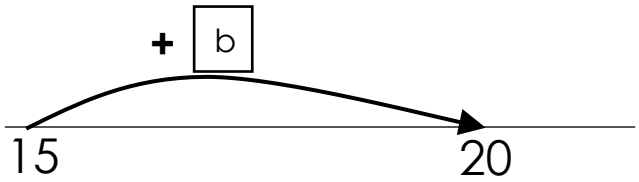
7. $14 - \square = 14 - 4 - 2$

8.



$7 + \square = 10$

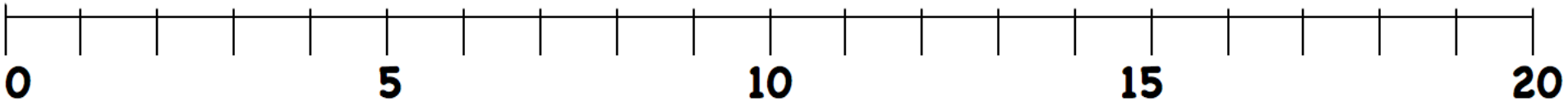
9.



$15 + \square = 20$

10.

$\square + 8 = 12$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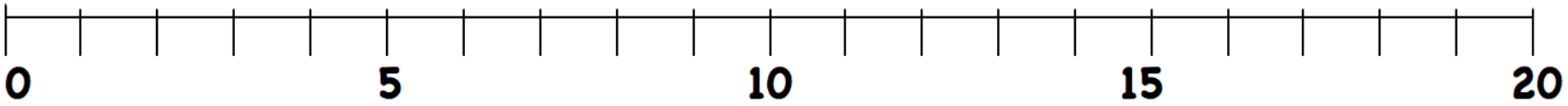
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