

Adding by using fingers and mentally lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Add using our fingers / in our heads</p>	<p>Mental:</p> <p>Main: TA to take children who are still insecure on adding with their fingers with numbers below 10. If unsure ask children to quickly do a couple of questions to check Model how to add numbers using your fingers:</p> <ul style="list-style-type: none"> • with both numbers being below 5 e.g. $3 + 4$ by putting 3 fingers on one hand, four fingers on the other hand and counting all of the fingers, touching your chin with each finger as you count it to help count reliably • with one number being more than 5 e.g. $8 + 5$, by placing the first number in your head and using your fingers to count on by the second number (9, put a finger up, 10 put a finger up etc until you have five fingers up) <p>Emphasise the need to start counting from the next number e.g. to calculate $6 + 3$, count from 7, so 7, 8, 9, and not count from 6, so 6, 7, 8 Teacher (with remainder of class)</p> <p>Model how to add numbers using your fingers with one number by placing the first number in your head and using your fingers to count on by the second number</p> <p>Emphasise the need to start counting from the next number e.g. to calculate $6 + 3$, count from 7, so 7, 8, 9, and not count from 6, so 6, 7, 8 (Middle ability children begin work)</p> <p>Briefly revise how to add the following with a hundred square and a number line. Tell children that they will not be using these today, but that if they imagine them in their minds it will help them.</p> <p>Revise how to add multiples of ten by only changing the tens digit e.g. $45 + 20$, only the 4 in the tens column changes.</p> <p>Revise how to add 2-digit numbers by adding the tens first and then the units e.g. $45 + 23$ you add the two tens first to get 65 and then add the units to get 68</p> <p>Remind children to visualise number lines and hundred squares as they work to help them</p>	<p>Lower ability – adding with fingers (with totals up to 10). Children who work slowly to work on sheet rather than in books</p> <p>Middle ability – adding with fingers (with totals up to 100)</p> <p>Higher ability – adding multiples of ten mentally</p> <p>Gifted and talented – adding 2-digit numbers mentally</p> <p>Extension – children to make up their own addition sentences to calculate on pupil whiteboards</p> <p>(If children are really struggling to work without number lines / hundred squares, provide them, but only as last resort as aim of them is to give children mental images / strategies to work with, rather than becoming reliant / dependent on them)</p>	<p>In ability partners give children 2 questions per pair, one for each partner. Children need to talk to their partner, explaining how they are working out the calculation</p>