

Block 1: Addition Algorithm, No Regrouping (3 sessions)

Session 1A

Complete Daily Review and Quick Teach 1A

Complete 1A – Fact Fluency

Teach Lesson 1A – Addition Algorithm, No Regrouping

Lesson 1A – Addition Algorithm, No Regrouping

Lesson Resources	
Teacher Resources	Resources per Student
Classroom whiteboard Workbook – 1A Visualiser	Mini whiteboard Workbook – 1A

Section A – Addition Facts

Teacher Resources - Section A	Resources per Student - Section A
(Core resources only)	(None)

Step	Instruction
1.	(Note: This lesson requires the use of addition facts. Key resources and guidance can be found at bit.ly/emp-fact-support .)
2.	Today we are learning more about adding . What are we learning about?~ You already know how to add small numbers together. Today I'm going to teach you how to add bigger numbers together. Before we do that, let's practise some addition facts.
3.	I'm going to give you a hint. The answers will all be less than 10 . What will they be?~ (Hand up) When I drop my hand, say the answer. 3 plus 2. (Pause)~ 5 (Hand up) 6 plus 0. (Pause)~ 6 (Hand up) 2 plus 1. (Pause)~ 3 (Hand up) 4 plus 0. (Pause)~ 4 (Hand up) 5 plus 3. (Pause)~ 8 (Hand up) 0 plus 7. (Pause)~ 7 (Hand up) 6 plus 2. (Pause)~ 8
4.	You're doing really well! Let's practise some more facts. I'll give you more thinking time for these facts. (Hand up) 2 plus 4. (Pause)~ 6 (Hand up) 3 plus 5. (Pause)~ 8 (Hand up) 5 plus 4. (Pause)~ 9 (Hand up) 1 plus 6. (Pause)~ 7 (Hand up) 4 plus 4. (Pause)~ 8 (Hand up) 3 plus 6. (Pause)~ 9
5.	Well done! You know a lot of addition facts! You will use these facts today when we add bigger numbers.

Section B – The Standard Addition Algorithm

Teacher Resources - Section B	Resources per Student - Section B
Classroom whiteboard	Mini whiteboard

Step Instruction

1. (Write the following on the classroom whiteboard)

	5	2
+	2	1

2. **Watching and listening.**
 (Point to each number and say) **52 plus 21**
Say as I point.
 (Point to each number as students say) **52 plus 21**
 The answer to this problem is **73**. What's the answer?~
 I'm going to show you how we get an answer of 73.

3. These are 2-digit numbers.
 They have **tens and ones**. What do they have?~
 We always add ones first.
 Say after me, **ones first**.~
 (Repeat until confident)

4. **Tens or ones**, what do we add first?~
 That's right. Ones first.

5. The ones problem is (Point to 2) **2**, (Point to 1) **plus 1**.
 What's the ones problem? (Point as students say) **2 plus 1**
 What is 2 plus 1?~ **3**
 (Write **3** below)

	5	2
+	2	1
		3

(Point to 3) The answer to the ones problem goes in the **ones** column. Which column?~

6. Next we add the **tens**. What do we add next?~
 The tens problem is (Point to 5) **5**, (Point to 2) **plus 2**.
 What's the tens problem? (Point as students say) **5 plus 2**
 What is 5 plus 2? (Pause)~**7**
 (Write **7** below)

	5	2
+	2	1
	7	3

(Point to 7) The answer to the tens problem goes in the **tens** column. Which column?~

7. (Point to 73) What's the answer?~ **73**
Great job! Watching and listening.
 (Point to each number and say) **52 plus 21 equals 73.**
Say as I point.
 (Point to each number as students say) **52 plus 21 equals 73.**

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8. (Wipe board and write the following)

	6	5
+	3	0

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9. **Watching and listening.**
(Point to each number and say) **65 plus 30**
Say as I point.
(Point to each number as students say) **65 plus 30**

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10. **Tens or ones, what do we add first?**~
The ones problem is (Point to 5) **5**, (Point to 0) **plus 0**.
What's the ones problem? (Point as students say) **5 plus 0**
What is 5 plus 0?~ **5**
(Write **5** in ones column)

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11. **Tens or ones, what do we add next?**~
The tens problem is (Point to 6) **6**, (Point to 3) **plus 3**.
What's the tens problem? (Point as students say) **6 plus 3**
What is 6 plus 3?~ **9**
(Write **9** in tens column)

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12. (Point to 95) **What's the answer?**~ **95**
Great job! Watching and listening.
(Point to each number and say) **65 plus 30 equals 95.**
Say as I point.
(Point to each number as students say) **65 plus 30 equals 95.**

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13. (Wipe board and write the following)

	4	5
+	1	3

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14. **You're going to write this problem and solve it with me.**
Before you write it, I'm going to give you some tips.
(Point to ones column) **The 3 is below the 5.**
(Point to tens column) **The 1 is below the 4.**
Make sure your digits are lined up when you write the problem.

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15. (Point to +) **This is an addition problem, so we always write a plus symbol.**
(Point to line) **We finish with a line.**
Write this problem on your whiteboard now. (Check)
3, 2, 1, Chin it!
Great job! I can see that everyone lined their digits up properly.
Boards down. Let's solve this problem.

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16. **Tens or ones, what do we add first?**~
Eyes up.
Say the ones problem with me as I point. (Point as all say) 5 plus 3
What is 5 plus 3?~ **8**
(Write **8** in ones column)
Write 8 in the ones column. (Check)
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17. **Tens** or ones, what do we add next?~
Eyes up.
Say the tens problem with me as I point. (Point as all say) **4 plus 1**
What is 4 plus 1?~ **5**
(Write **5** in tens column)
Write 5 in the tens column. (Check)
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18. 3, 2, 1, **Chin it!**
Boards down.
Eyes up.
Say the whole problem with me as I point.
(Point to each number as all say) **45 plus 13 equals 58.**
Amazing! You just added 2-digit numbers together!
Wipe it.
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19. (Wipe board and write the following)

	2	4
+	5	4

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20. Write this problem on your whiteboard. (Check)
3, 2, 1, **Chin it!**
Nice! I like how your digits are lined up.
Boards down. Let's solve it.
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21. What do we add first?~ **Ones**
Eyes up.
Say the ones problem as I point. (Point as students say) **4 plus 4**
What is 4 plus 4?~ **8**
Write 8 in the ones column. (Check)
(Write **8** in ones column)
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22. What do we add next?~ **Tens**
Eyes up.
Say the tens problem as I point. (Point as students say) **2 plus 5**
What is 2 plus 5?~ **7**
Write 7 in the tens column. (Check)
(Write **7** in tens column)
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23. 3, 2, 1, **Chin it!**
Boards down.
Say the whole problem with me as I point.
(Point to each number as all say) **24 plus 54 equals 78.**
Wipe it.
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24. (Wipe board and write the following)

	1	3
+	6	2

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25. Write this problem on your whiteboard. (Check)
What do we add first?~ **Ones**
Eyes up.
Say the ones problem as I point.
(Point as students say) **3 plus 2**
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26. (Point to ones) When I say go, add the ones and write your answer below.
Go. (Support and Check)

27. (Write **5** in ones column)
What do we add next?~ **Tens**
Eyes up.
Say the tens problem as I point.
(Point as students say) **1 plus 6**

28. (Point to tens) When I say go, add the tens and write your answer below.
Go. (Support and Check)

29. **3, 2, 1, Chin it!**
Boards down.
(Write **7** in tens column)
Eyes up.
Say the whole problem with me as I point.
(Point to each number as all say) **13 plus 62 equals 75.**
Check it. Wipe it.

30. (Wipe board and write the following)

	1	2
+	4	2

31. Write this problem on your whiteboard. (Check)
You're ready to solve the entire problem yourself!
What do we add first?~ **Ones**
Solve this problem now. (Support and Check)

32. **3, 2, 1, Chin it!**
Boards down.
(Write **54** as the answer)
What's the answer?~ **54**
Check it. Wipe it.

33. (Wipe board and write the following)

	6	0
+	2	9

34. Write this problem on your whiteboard. (Check)
When I say go, solve the problem and write your answer below.
If you finish, there will be two more problems for you to try. It's ok if you don't finish.
Repeat after me, **ones first**~
Go.

35. When I say go, write this problem on your whiteboard and solve it.
If you finish, there will be two more problems for you to try. It's ok if you don't finish.
Repeat after me, **ones first**~
Go.

36. (Write the following two problems alongside the existing problem)

6 0	2 4	2 5
+ 2 9	+ 7 0	+ 2 4

37. (Support, allowing students approximately 60 seconds to solve as much as they can.
Students are never expected to finish every problem.)

38. 3, 2, 1, **Chin it!**
Great job!
Boards down.

39. (Write **89, 94, 49** as answers)
Eyes up.
Read each answer with me as I point.
(Point to each answer as all say) **89, 94, 49**
Compare your answers to mine to see if you got each problem correct.
Don't worry if you didn't answer every problem.
Once you have finished checking, wipe it.

40. (Wipe board and write the following)

2 4
+ 3 4

41. Write this problem on your whiteboard. (Check)
When I say go, solve the problem and write your answer below.
If you finish, there will be two more problems for you to try. Remember to start with the ones.
Go.

42. When I say go, write this problem on your whiteboard and solve it.
If you finish, there will be two more problems for you to try. Remember to start with the ones.
Go.

43. (Write the following two problems alongside the existing problem)

2 4	3 7	6 6
+ 3 4	+ 4 2	+ 3 1

(Support)

44. 3, 2, 1, **Chin it!**
Well done!
Boards down.

45. (Write **58, 79, 97** as answers)
Eyes up.
Check it. Wipe it.

46. (Wipe board and write the following)

	2	5
+	5	0

47. Write this problem on your whiteboard. (Check)
When I say go, solve the problem and write your answer below.
If you finish, there will be two more problems for you to try. Remember to start with the ones.
Go.

48. When I say go, write this problem on your whiteboard and solve it.
If you finish, there will be two more problems for you to try.
Go.

49. (Write the following two problems alongside the existing problem)

2 5	3 1	4 2
+ 5 0	+ 3 1	+ 3 7

(Support)

50. 3, 2, 1, **Chin it!**
Well done!
Boards down.

51. (Write **75, 62, 79** as answers)
Eyes up.
Check it. Wipe it.

Section C – Independent Practice

Teacher Resources - Section C	Resources per Student - Section C
Workbook – 1A Visualiser	Workbook – 1A

Step Instruction

- (Place **Workbook - 1A** under visualiser)
Open your workbook to 1A. Check that you have the same page as me. (Check)
We will solve each addition problem and write the answer below.
I'm going to show you something before we start.
Look at Problem A in your workbook.
Notice that there are boxes where you write each answer.
- Eyes up.
Say after me, **one digit per box.**
That's right. We only write one digit per box.
- Let's solve Problem A together.
Say the problem with me as I point.
(Point to each number as students say) **35 plus 13.**

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4. What do we add first? ~ **Ones**
Say the ones problem with me as I point.
(Point as all say) **5 plus 3**
What is 5 plus 3? ~ **8**
-
5. Up Up, **Pencils Up.**
Write 8 in the ones box.
Down Down, **Pencils Down.**
(Write **8** in the ones box)
-
6. What do we add next? ~ **Tens**
Eyes up.
Say the tens problem with me as I point.
(Point as all say) **3 plus 1**
What is 3 plus 1? ~ **4**
-
7. Up Up, **Pencils Up.**
Write 4 in the tens box.
Down Down, **Pencils Down.**
(Write **4** in the tens box)
-
8. Eyes up.
(Point to 48) What's the answer? ~ **48**
Great job. The answer to Problem A is 48.
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9. When I say go, I want you to solve Problem B on your own.
Remember, one digit per box.
Up Up, **Pencils Up.**
Go. (Support)
Down Down, **Pencils Down.**
Look at your work.
What's the answer to Problem B? **54**
(Write **54** for Problem B)
Check it.
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10. It's your turn to solve the rest of the problems.
Remember to stop if you get to the stop symbol.
(Support)
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Teaching Template (if required)

1. Let's solve Problem [Letter] together.
What do we add first?~ **Ones**
Say the ones problem with me as I point. (Point as all say) **[Top] plus [Bottom]**
What is [Top] plus [Bottom]?~ **[Ones Answer]**
2. Up Up, **Pencils Up.**
Write [Ones Answer] in the ones box.
Down Down, **Pencils Down.**
(Write **[Ones Answer]** in the ones box)
3. What do we add next?~ **Tens**
Say the tens problem with me as I point. (Point as all say) **[Top] plus [Bottom]**
What is [Top] plus [Bottom]?~ **[Tens Answer]**
4. Up Up, **Pencils Up.**
Write [Tens Answer] in the tens box.
Down Down, **Pencils Down.**
(Write **[Tens Answer]** in the tens box)
5. Eyes up.
(Point to [Answer]) What's the answer?~ **[Answer]**
Great job. The answer to Problem [Letter] is [Answer].

Section D – Corrections and Closure

Step	Instruction
1.	Down Down, Pencils Down. Let's correct our work. Turn back to Problem A. Get your green pencil ready. (Check)
2.	If your answer is correct, write a tick next to it. What will you write?~ If your answer is wrong, don't write anything. Will you write anything if your answer is wrong?~ No It's ok to get problems wrong. Making mistakes is a part of learning.
3.	Read your answers with me and tick as you go. A? 48 B? 54 (Repeat for all answers below)
4.	You just learned how to add bigger numbers together. This is a very important skill that you will use a lot this year, next year, and beyond! Later this year, you will be able to use this skill to add even bigger numbers.

Student Workbook Answers:

Page 1: **A. 48 B. 54 C. 95 D. 76 E. 65 F. 79 G. 57 H. 65 I. 86 J. 89 K. 91 L. 78 M. 57 N. 81 O. 90**
Page 2: **P. 59 Q. 87 R. 99 S. 72 T. 66 U. 93 V. 949 W. 894 X. 6,577 Y. 8,959**

This concludes your maths session for today.

Session 1B

Complete Daily Review and Quick Teach 1B
Teach MGPS Lesson 1B – Time Part 1 (Time Until an Event)

MGPS Lesson 1B – Time Part 1 (Time Until an Event)

Learning Objective

Students will use a **calendar** to **calculate** the **number** of **months**, **weeks** or **days** to an **event**.

Activate Prior Knowledge

Present students with a **calendar** of a given **month**.

What information does a **calendar** give us? What is the **date** of the first **Monday**? What are the **dates** of all the **[day of the week]**s? If my birthday is on the **[date]**, what **day** would it be on?

Explain the Concept

State: A **calendar** shows us the **days** and **weeks** in a **month**. It helps us **track time** to an **event**.

Presents students with a **weekly planner** that goes from **Monday** to **Sunday**.

State: To find the **time** until an **event** we **count** from **date** to **date**.

Ask out loud: If today is **Monday** the **2nd**, how many **more days** until **Sunday** the **8th**?

Model drawing counting up from **Monday** to **Sunday**, drawing arcs between each **day** on the planner. State: **6 more days until Sunday the 8th**. Repeat for another 2 **days** within the **week**.

Present students with a **monthly planner**. Circle the first **Monday**.

State: If **today** is **Monday** the **[date]**, how long until my birthday on **[date 2]**?

Ensure that the second **date** is more than a **week** away. Place a cross on **[date 2]**.

State: We can count the number of **weeks**, and then **days** to an **event** or **date**. We go to the closest **week** before the date, then count the number of **days**.

Trace your finger vertically down to get to the correct **week**, counting out the number of **weeks** as you go. Model going horizontally, counting out loud for every **day** you cross until the target day.

State: We went down **[number of weeks]** and across **[number of days]**. The two **dates** are **[number of weeks]** and **[number of days]** apart. Record the answer on the board.

Repeat with a few more pairs of **dates**. Include examples where you need to go to the closest **week** and then count across the **week** in days (Eg **Tuesday** the **8th** to **Monday** the **23rd**).

Present students with a **calendar**. State: We can follow a similar process across **months**. We go to the correct **month**, then the closest **week**, then the **day**.

Model the process of moving between **months**, keeping the numerical **date** the same at first (**4th Feb** → **4th May**). Progress to different numerical dates. Count the remaining **weeks** and **days**, and record the answers as: **[The two dates] are [number] months, [number] weeks, [number] days apart**.

I Do, We Do, You Do

I Do/We Do: Provide students with a **calendar** template.

State a **starting date** and a target **date**. Ask: If **today** is **[starting date]**, how long until **[target date]**?

Model the process of tracing your finger along **months/weeks/days** to find the answer, and have students record and state the answer together. Begin with dates that are **days** apart, followed by **weeks** and **days**, and then lastly **months, weeks** and **days**.

You Do: Provide students with a sheet that includes pictures of **weekly/monthly** planners with identified start and end **dates**. They record their answers in provided stems such as: The two **dates** are _____ **months**, _____ **weeks**, and _____ **days** apart.

This concludes your maths session for today.

Session 1C

Complete Daily Review and Quick Teach 1C

Complete 1C – Fact Fluency

Teach Lesson 1C – Addition Algorithm, No Regrouping (Consolidation)

Complete MSSP Review 1M

Lesson 1C – Addition Algorithm, No Regrouping (Consolidation)

Explicit Teaching

Review the standard addition algorithm. Refer to Section B of Lesson 1A for guidance.

Independent Practice

Students to complete Workbook Activity 1C. Provide adequate support, referring to Section C of Lesson 1A and the accompanying Teaching Template (if required) for guidance.

Student Workbook Answers:

Page 1: **A. 49 B. 65 C. 75 D. 86 E. 84 F. 59 G. 67 H. 85 I. 76 J. 89 K. 81 L. 79 M. 99 N. 66 O. 80**

Page 2: **P. 87 Q. 97 R. 77 S. 54 T. 88 U. 96 V. 778 W. 946 X. 7,688 Y. 9,867**

A reminder to complete MSSP Review 1M after the above lesson.

This concludes your maths session for today.