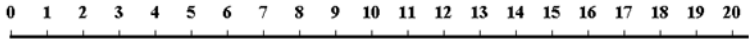
# Mathematics teaching and methods at The Bellbird

Resources we use often:

- Number lines
- Counters
- Hundred squares
- Multilink cubes
- Place value cards.


## **Addition**

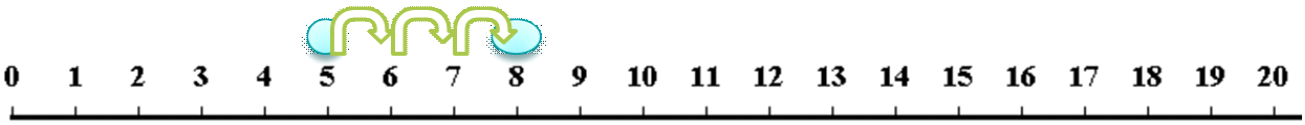
Partitioning

25+33= 58

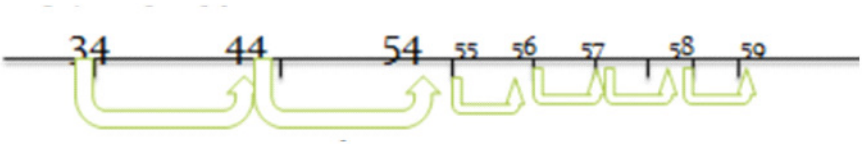
- Step 1 - partition the numbers (tens 20+30) (units 5+3)
- Step 2 - add up the tens (20+30 =50)
- Step 3 - add up the units (5+3=8)
- Step 4 - add both (50+8=58)

Using a number line

- Adding 5+3 = 8
- Step 1 - start on the biggest number and count on the jumps.




- E.g. 34+25=59
- Step 1 - partition the 2nd number (20+5)
- Step 2 - jump on the tens number (20 or 2tens)
- Step 3 - jump on the units number (5)



Adding using a hundred square

Adding 12 e.g. 54 +12= 66

Step 1 :Partition the number ( one 10, two units) 10 & 2

Step 2: add on the 10 ( down 1)

Step 3 add on the units ( right 2)

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Adding 11: e.g. 25 + 11 = 36

Step 1: find 25 on number square

Step 2: simplify the equation ( add 10 + 1).

To add 10 simple go down one on the number

Grid then then take add 1 to make 11 ( go right 1 space)

**Subtraction**

## Partitioning

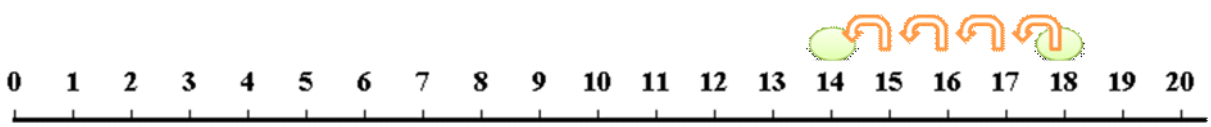
30 - 15= 15

- Step 1 - partition the smallest number (10 and 5)
- Step 2 - take away the tens (30-10= 20)
- Step 3 - take away the units from the number (20 - 5 = 15)

Using a number line

Subtracting 18- 4=14

Step 1: start on the biggest number and count back in jumps.




Using a blank number line and hundred square - same method as above but jumping backwards.

## Multiplication

Repeated addition

First recognize that multiplication is repeated addition. E.g. 3x5 = 15

| No of lots | how many per group | | total |
|---|---|---|---|
| 3 | 5 | = | 15 |

Is the same as 3 lots of 5 or 5 + 5 +5 = 15

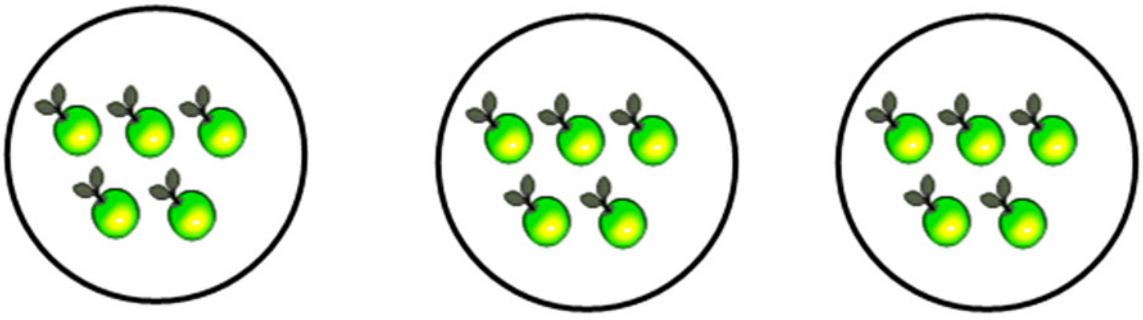
Arrays

Children are also taught to use and see 'arrays' to describe multiplication. An array is simply an arrangement of number in rows.

E.g 5 x 3

## Division

The children are taught the sharing method of division. E.g. 15 ÷ 3 = 5, the children will visually



share 15 between 3 groups to record how many are in each.

We also learn to divide by grouping.

E.g. 12 ÷ 3 = 4 is the same as 12 but into 4 groups of 3

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