

Homework without the hassle

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Add, Take Away and Check - Foundation

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Teacher quick-start

Foundation • Five 45-minute lessons

Purpose and starting point

Students follow a given collection change, find its result and check the model. Begin with small-set counting, touching each object once and matching a numeral. Read every short stem aloud. Introduce start, put in/add, take away, left, altogether, count, check, zero and same. No sentence writing or independent paragraph reading is required.

Equipment and preparation

Provide 10 large school-safe counters or blocks per pair, trays or the supplied Working/Spare/Taken away mat, pencils and selected student pages. Use counters to represent round stones in assessment. Prepare the colour displays, worked models and both complete game kits; keep all red answer pages for feedback and students act. Select one support, core or extension page from each worksheet fairly rather than giving every level to every student.

Grouping and access

Model to the class, then rotate maker/checker roles so every student acts. Support uses totals 0–5, spaced objects, adult reading and pointing. Core repairs 10; extension repairs errors within 10. Speaking, pointing, drawing, device responses and adult recording are valid. Record mathematical prompts separately from ordinary access support. Do not judge reading, handwriting, speed or confidence.

Real screen-counter use

Open the editable lesson on X or use in Edit view. Slides 10 and 15 begin with 10 separate counters in Spare; build the number in Working, then move the exact added or removed counters. Slide 22 begins with 9 in Working and 1 in Spare. A student moves counters on a tablet-approved device or directs the teacher exactly. Reset from a fresh copy for the next student. PDF picture or Slideshow click is not movable-counter evidence.

Observation schedule

Use the supplied individual record and rubric. Note a taught physical subtraction and a student-directed virtual addition as well as both transfer tasks. Allow about 3 minutes per student for the two transfer tasks, longer when needed: about 75 minutes for 25 students. Begin suitable observations in lessons 2–4, continue during lesson 5 and book additional ordinary observation blocks to complete every student. Withhold model answers. Partner success and quiz recall alone cannot establish independent attainment.

Lesson 1: Make a collection and add

45 minutes • $5 + 8 + 12 + 10 + 5 + 5$

Aim, success and preparation

Build the exact start, keep those objects, put in the named number and count/check the whole collection. Prepare counters, G1 mat/cards, D1/D3, M1, a chosen W1 level and lesson slides 2–10. Students show “I made the start, moved the new counters and checked how many now.”

0–5 min • Diagnose

Quick-look familiar groups of 1–4, then count a spaced group. Ask “How many? How do you know?” Watch for skipped/double-counted objects and whether the last number names the quantity. Accept pointing or oral responses. Use this evidence to select the practice level.

5–13 min • Model

Enact 2 add 1, then 3 add 2 with the same blocks. Say “There are 3. One 2 come in. I count all 5.” Keep Spare visibly separate. Deliberately count the object twice, ask students to point to the error and recount once per object. Use D1 and the worked M1 picture to connect real action with before/action/after.

13–25 min • Guided pairs

Use G1 rules, mat and cards for 2 add 1, 3 add 2 and 4 add 3. Maker builds the start and moves the incoming counters; checker touches and recognises/counts the current collection. Ask “Which counters remain? Are the first ones still here?” Swap roles after each turn. An independent play checks that both students can act.

25–35 min • Record

Read each W1 row aloud. Students enact it before drawing/naming the final collection. Support: 2 add 1, 3 add 2, make 2; demonstrate the take-away action briefly before that row. Core: 4 add 3, add 4, no take 4; teacher introduces moving out for the take-away row. Extension: 8 take 3, 4 take all 4, 3 add none. If subtraction is not ready, complete the addition rows now and finish the take-away rows after lesson 2. Use red keys only after action/check.

35–40 min • Screen action

In Edit view on slide 10, first move 3 counters from Spare into Working. A student directs exactly 2 more in. Count only Working and explain why Spare is excluded. Reset afterwards.

40–45 min • Exit and response

Each student builds 4, adds 1 and shows 5 with a check. If counting is insecure, return to spaced totals to 5 and touch/move counted objects. If accurate, ask for a second count or familiar small-group check. Record actual action and the prompt needed; reading or adult recording does not lower attainment.

Lesson 2: Take away and count what remains

45 minutes • $5 + 8 + 12 + 10 + 5 + 5$

Aim, success and preparation

Remove the exact number from the original collection and count only what remains. Prepare counters, G1 mat/cards, D2, M2, W2 at an appropriate level and slides 11–15. Success includes identifying removed counters and an empty collection as zero.

0–5 min • Retrieve

Enact 2 add 1 and ask students to point to start, action and result. Ask “Which counters count now?” Then place 5 in Working, with unused counters in Spare. Name the boundary before taking any out.

5–13 min • Model

Start with 5 and move 2 into Taken away; touch the remaining 3. Then start with 8, move exactly 3 out and count the 5 left. Keep the original counters visible as possible action; do not rebuild a different collection. Use M2/D2 and ask “Are these out of counters left in Working?” Finish with 4 take all 4: show the empty boundary and name zero.

13–25 min • Guided pairs

Play G1 with 5 take 2, 8 take 3, 10 take 4 and 4 take 4. Take away moves; checker counts only Working. Swap roles. Ask “Did you move the named number? Which counters are left?” Observe each student physically taking away, including a supported total to 5 when needed. Record the actual case, result and comment prompt.

25–35 min • Match and record

Read W2 before/action item; students rebuild each change, compare both result pictures, circle the matching picture and record its quantity. Support: 2 add 2, 4 take 1, 3 add none. Core: 3 add 2, 5 take 3, 10 take 5. Extension: 3 add 2, 8 take 3, 6 add 4, with a rejected-picture explanation. Wrong candidates have different quantities. Ask “Does this picture show the collection now?” Use a key after checking, then repair any error with counters.

35–40 min • Screen action

On slide 15 in Edit view, build 8 from Spare. A student directs 3 into Taken away. Ask the student to point to Working, count 5 and explain why the removed 3 are excluded. Reset the workspace.

40–45 min • Exit and observation

Each student enacts 4 take all 4 and shows/says zero. If the student counts removed items, reposition the clear boundary and have them point to current items before recounting. Extend by predicting and then checking. Begin ready students' individual transfer observations during practical rotations; withhold assessment keys and record concrete action rather than participation. Continue across the week and additional ordinary blocks as needed.

Lesson 3: Count, check and repair

45 minutes • $5 + 8 + 15 + 7 + 5 + 5$

Aim, success and preparation

Rebuild a given change, identify a mismatched result and explain a correction. Prepare counters, full G2 kit, a chosen W3 level, D3 and slides 17, 20–21. A correct explanation may be spoken, pointed, drawn or recorded by an adult.

0–5 min • Retrieve

Use 3 add 2 and 5 take 2. Students show the start and action, then name/check the result. Ask “Which counters are here now?” Watch for counting Spare or Taken away as part of the current collection.

5–13 min • Model two errors

Show “3 and 1” with a wrong result picture of 5. Rebuild 3, move exactly on and count 4; compare the checked collection with the wrong picture. Then correct “take” with 5 inside and 3 outside. Explain that saying 8 left counts removed objects. Point to the boundary, count only 5 inside and state the correction. Keep de/recreate/use and checked models clearly labelled.

13–28 min • G2 Spot and Fix

Use the supplied rules and challenge/checking cards. Builder reads/listens, makes the stated start and acts; checker counts the current collection, then they repair the wrong picture and point/say why. Rebuild every disputed card rather than guessing from a key. Swap roles after each turn. Challenge cases repair to 4, 3, 9 and 6. Checking cases repair to 5, unchanged 4, zero and unchanged 3. Use the immediately matching red keys after each independent attempt.

28–35 min • W7 respond

Read the two scenarios on the selected level. Support repairs 3 add 1 shown as 5 and 5 take 2 shown as 2. More repairs 6 add 3 shown as 8 and 10 take 4 shown as 7. Extension checks counting removed counters and a spacing claim about the same 4. Students mark the wrong result and draw/name the corrected collection. Ask “Show the change that proves your answer.”

35–40 min • Compare strategies

Arrange 5 as a familiar 3 and 2. Ask “What small groups can you see?” Recognising them and counting all 5 are both valid; count to check. Do not demand instant recognition of 8 or 10. A second accurate strategy can strengthen an explanation.

40–45 min • Exit and response

Each student shows one repaired model and a checking reason. Support rebuilds within 5 with spaced objects and teacher-read stems; record content prompts. Extend by naming the exact boundary/counting mistake. During independent game turns and suitable rotations, continue individual physical and virtual observations with fresh starts; partner correctness is not another student’s evidence.



Lesson 4: Choose a trustworthy model

45 minutes • 5 + 8 + 12 + 10 + 5 + 5

Aim, success and preparation

Check that a result matches its start/action and recognise when quantity stays unchanged. Prepare G1 colour cards and two-turn record, W2/W3 as appropriate, D3, counters and slides 4, 16, 18–19. Have the editable screen workspaces and observation records ready.

0–5 min • Retrieve

Ask students to show an empty Working collection and name zero. Spread a group of 4 without adding or removing anything. Ask “Did anything enter or leave? How can we check?” Count the same objects once.

5–13 min • Model unchanged cases

Start with 3, put in none, and check that 3 remain. Start with 7, take away none, and check 7 remain. Move the same objects into a more spread-out arrangement. Explain that spacing changes, while the number stays the same. Use the short no-change slide and ask students to point to the evidence rather than treating the longer row as more objects.

13–25 min • G1 maker/checker

Use the supplied action cards. Practise add 3 and 10 and subtract 4, with the low-ink two-turn record for students ready for these totals. Others enact chosen cards within 5. Maker builds/acts; checker verifies; both then replay action independently. Record before, action and final quantity through numerical drawing or adult recording. Use the matched record key after students check.

25–35 min • Trust a model

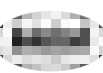
Select a W2 or W3 image from observed need. W2 asks which result picture fits; W3 asks students to repair a wrong model. Rebuild before choosing. On slide 18, show 4 with 2 entering and 2 leaving, totals of 6 and 5. Students build/count 6 and explain why the 5-counter picture is too small. Keep support within 5 and extend through error reasons, not bigger numbers.

35–40 min • Individual screen rotation

In one small group, each student directs an addition or subtraction in Edit view; use 3 add 2 to obtain individual taught virtual-addition evidence. Build the start, have the student specify which counters move, then count/check Working. Others continue taught G1 practical practice. The five-minute slot begins the rotation; continue observations during independent practice across lessons and additional ordinary blocks so every student has actual action evidence. Record case, strategy, access and content prompts.

40–45 min • Exit and next teaching

Build 6, add 4 and prove the total of 10 by counting each once. Support may enact/count alongside the teacher without being scored on speed. If spacing misleads, replay the same collection spread and compact. If secure, ask for another valid check. Continue the fresh transfer tasks individually; keep keys out of sight.



Lesson 5: Independent transfer and reflection

45 minutes • 5 + 6 + 25 + 6 + 3

Aim, success and preparation

Use independent physical and virtual action, result and checking evidence. Prepare AS1/AS2, counters representing round stones, slide 22 in Edit view, OBS/RUB and familiar G1/G2 practice stations. Withhold both red assessment keys until each student's evidence is collected.

0–5 min • Retrieve

Students rehearse “Build. Move. Count. Check.” with a familiar collection. Ask them to point to the current boundary and show one count per object. Do not give fresh transfer answers in this recap.

5–11 min • Brief rehearsal

Practise 2 add 2 using real counters. Ask for the start, exact moving action and a checked result. Explain the station routine: one student works with the teacher, while others use taught cards, swap maker/checker roles and complete a short selected practice response. Rehearsal uses a different case from the two transfer tasks.

11–36 min • Individual transfer

Physical AS1: make 6 round-stone counters, put on 4 and find/check 10. Spread those same counters; ask why there are still 10. Virtual AS2: begin with 9 in Working on slide 22 (1 in Spare). The student moves or directs exactly 4. Taken away, counts/checks 5 left and identifies removed counters. Observe action, not just paper. Student-directed teacher movement and adult recording are normal access. Record prompts supplying the action or answer. Reset a fresh screen copy for each student.

Evidence and completion

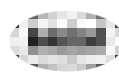
Allow about 10 minutes per student for both tasks, longer when needed: about 75 minutes for 25 students. The station finishes only part of the class; combine observations from lessons 2–4 with additional ordinary blocks. On OBS retain results, strategies, independence and next steps, including taught physical subtraction/virtual addition and zero/unchanged checks. The rubric judges start/action, quantity/strategy, current-boundary checking and explanation. Ordinary access does not lower Secure; quiz or partner success cannot replace manipulation evidence.

36–42 min • Quiz feedback

Select taught questions from the ten alternating question/answer pairs. Read aloud; allow counters, pointing, oral responses or numeral choice. Reveal each black worked answer after the response and rebuild any error. Use this for retrieval/feedback rather than a speed test or sole attainment judgement.

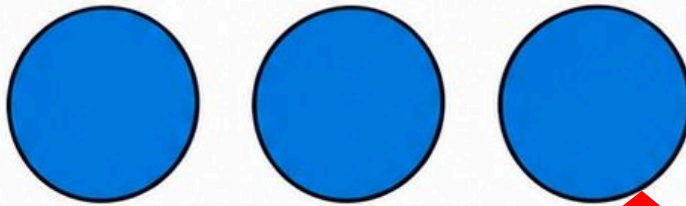
42–45 min • Reflect and respond

Students point, say or draw a check. Reteach the observed error: one count each, exact action, current items only, empty means zero, or unchanged spacing. Extend through a repair explanation or another check within 10.

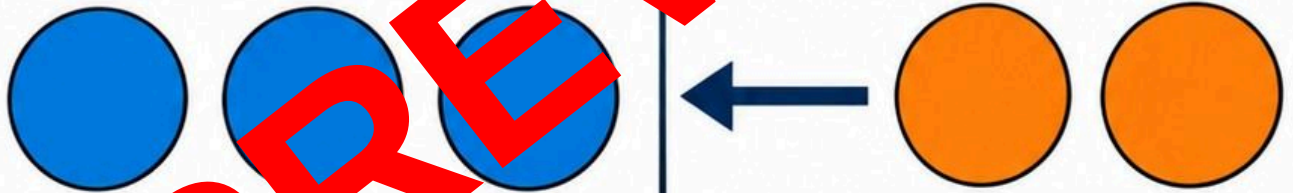


Add

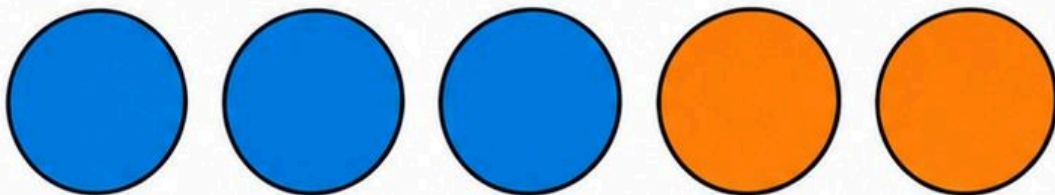
Build 3



Move 2 in



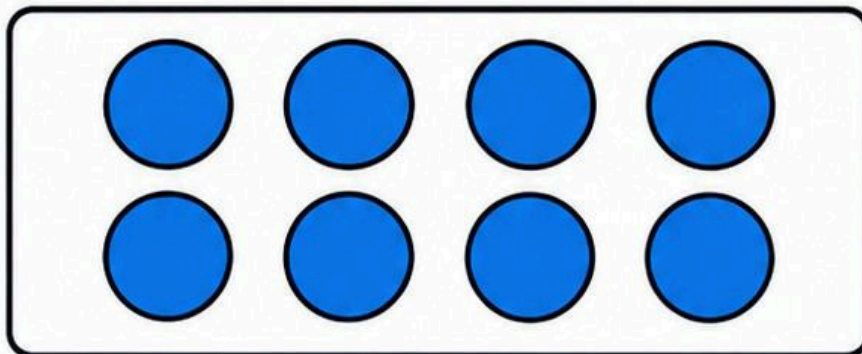
Count 5



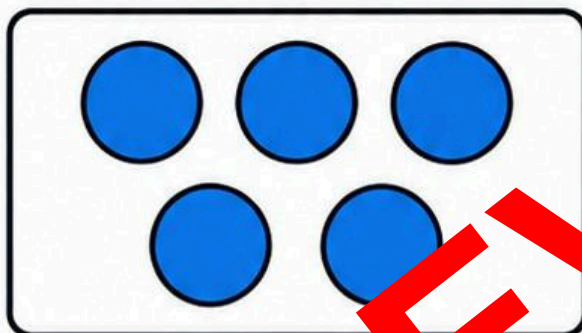
Put in 2. Count them all.

Take away

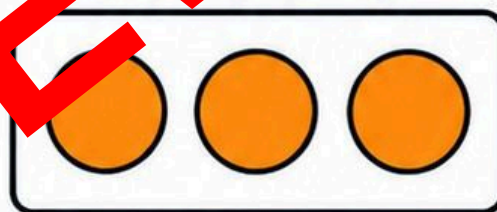
1 Build 8



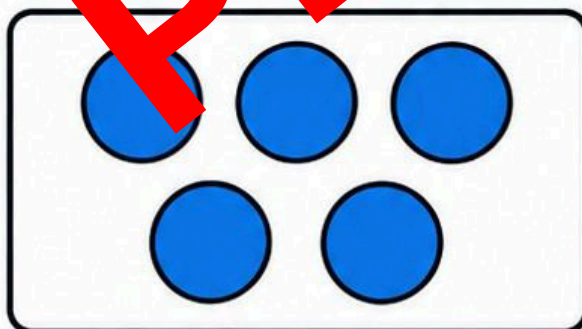
2 Move 3 out



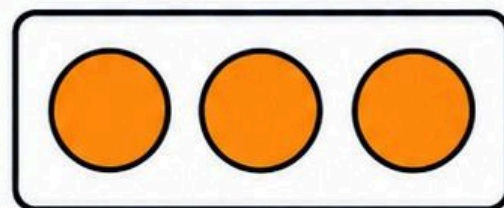
Taken away



3 Count left



Taken away



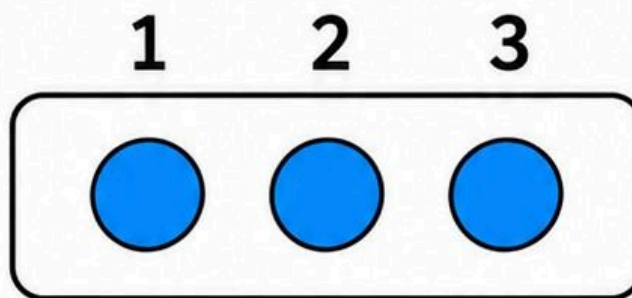
Outside

Count only these

8. Take away 3. 5 are left.

Check

Touch each once



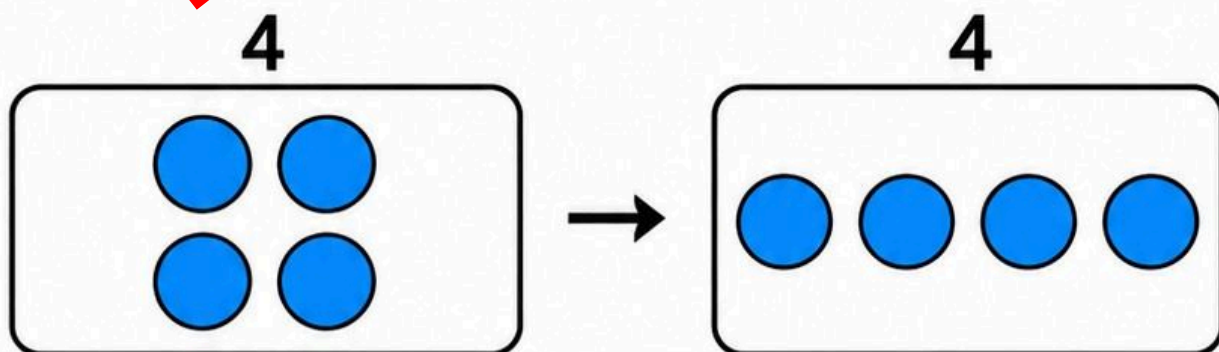
The last count tells how many

Empty means 0



0

Same counters, same number

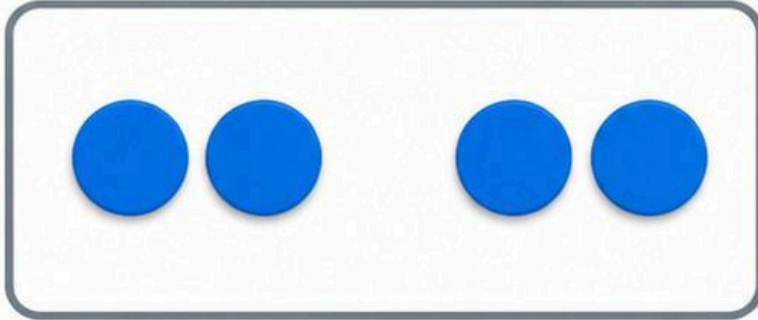


Nothing came in or went out.

Put in 3

$$4 + 3 = 7$$

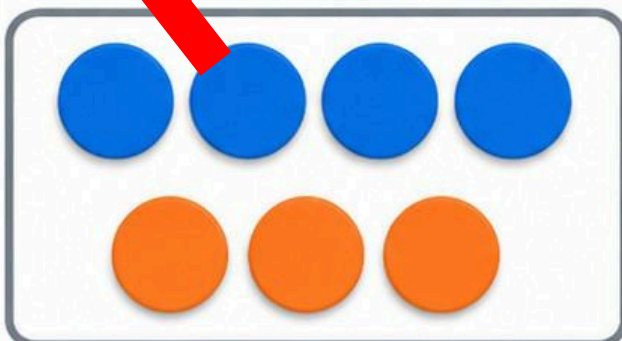
1 Build 4



2 Add 3



3 Now 7

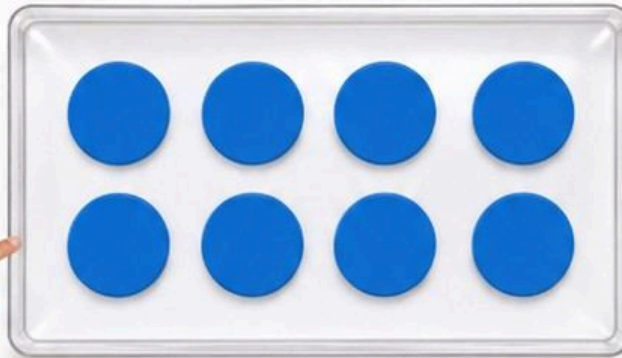


“4. Add 3. Now 7. I counted them.”



Take away 3

1 Build 8



8 counters
(4 + 4)

2 Move 3 out



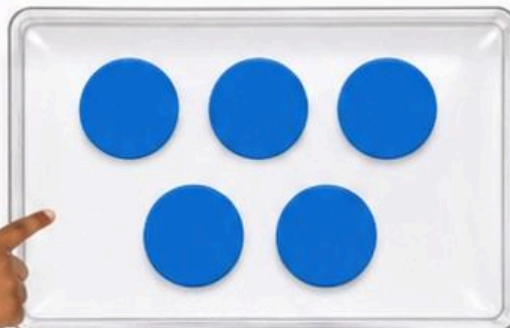
Working tray
(3 + 2)



Taken away



3 5 are left

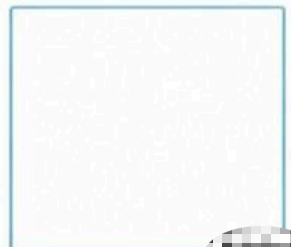


Working tray
Count inside

Taken away



8. Take away 3. 5 are left.



Name: _____

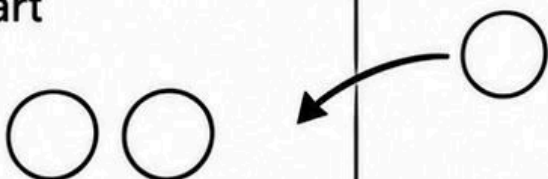
Follow an action

Support

Build the start. Make the move. Draw how many now.

2. Add 1.

Start



Now

How many?

3. Add 2.

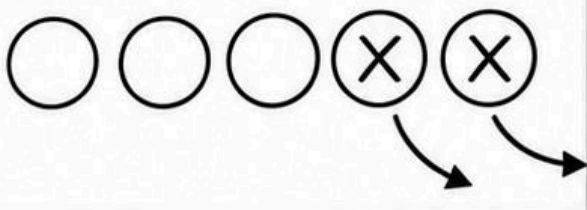
Start



How many?

5. Take away 2.

Start



Move 2 out

Now

How many?

Name: **ANSWERS**

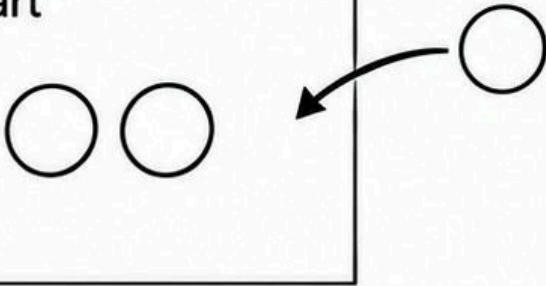
Follow an action

Support

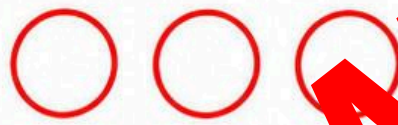
Build the start. Make the move. Draw how many now.

2. Add 1.

Start



Now

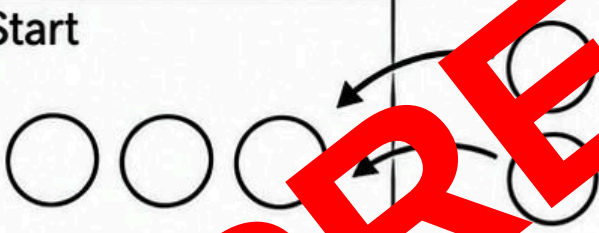


How many?

3

3. Add 2.

Start



Now

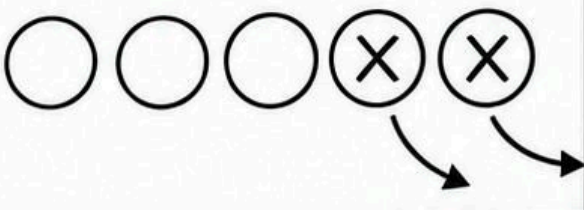


How many?

5

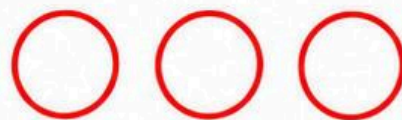
5. Take away 2.

Start



Move 2 out

Now



How many?

3

Name: _____

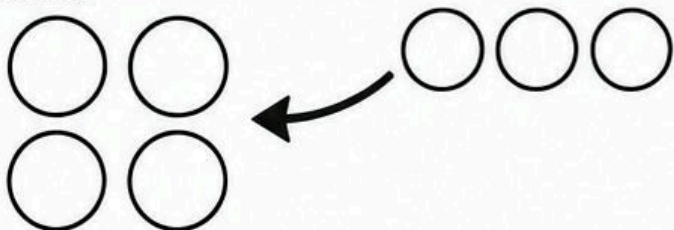
Follow an action

Level: Core

Build the start. Make the move. Draw how many now.

4. Add 3.

Start

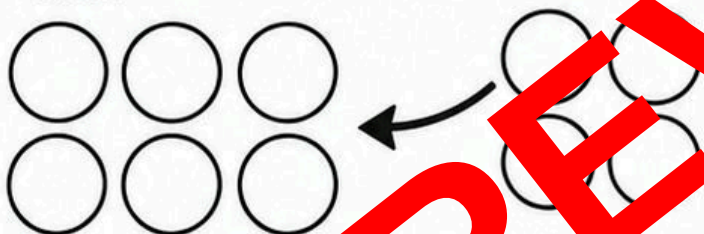


Now

How many?

6. Add 4.

Start

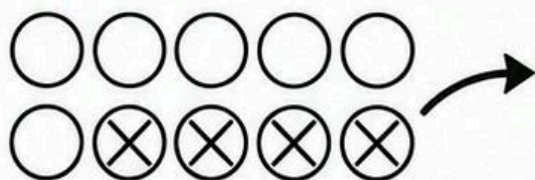


Now

How many?

10. Take away 4.

Start



Move 4 out

Now

How many?



Name: **ANSWERS**

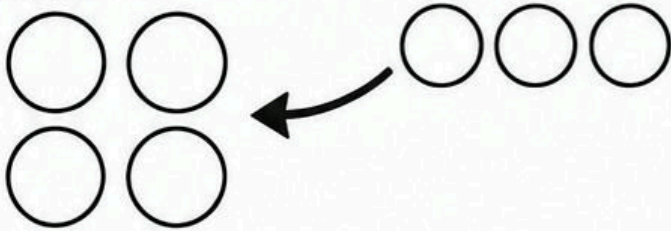
Follow an action

Level: Core

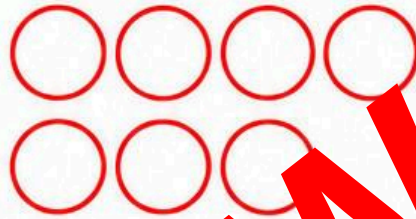
Build the start. Make the move. Draw how many now.

4. Add 3.

Start



Now

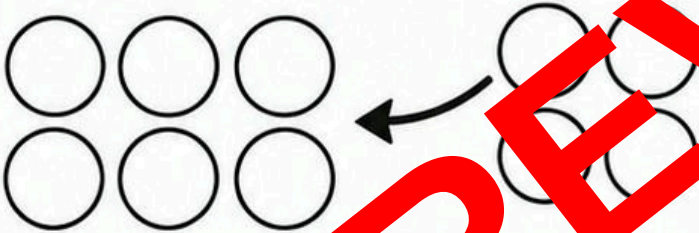


How many?

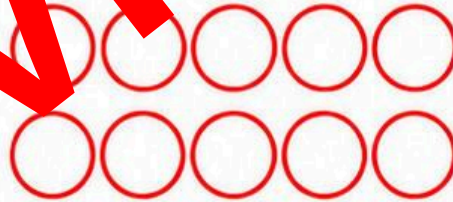
7

6. Add 4.

Start



Now

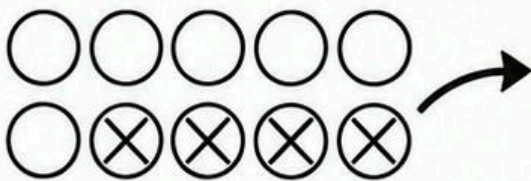


How many?

10

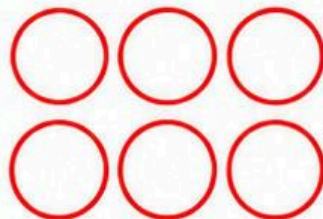
10. Take away 4.

Start



Move 4 out

Now



How many?

6

Name: _____

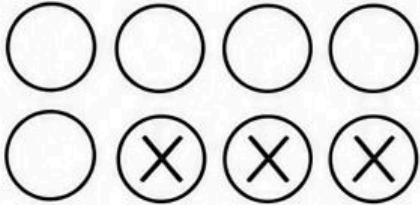
Follow an action

Extension

Build the start. Make the move. Draw how many now.

8. Take away 3.

Start



Move 3 out

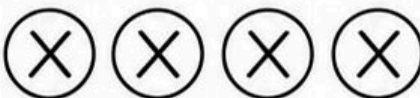
Now

How many?

A large empty rectangular box for drawing the result of the subtraction.

4. Take away 4.

Start



Move 4 out

Now

How many?

A large empty rectangular box for drawing the result of the subtraction.

3. Add 0.

Start



Add 0

Now

How many?

A large empty rectangular box for drawing the result of the addition.

How did you check?

Draw, point or tell.



Name: _____

ANSWERS

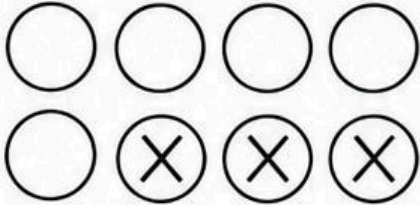
Follow an action

Extension

Build the start. Make the move. Draw how many now.

8. Take away 3.

Start



Move 3 out

Now

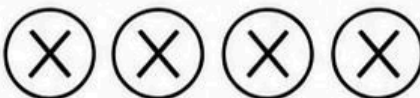


How many?

5

4. Take away 4.

Start



Move 4 out

Now

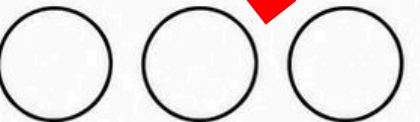


How many?

0

3. Add 0.

Start



Add 0

Now



How many?

3

How did you check?

Draw, point or tell.

I counted each counter once. I counted only those left.

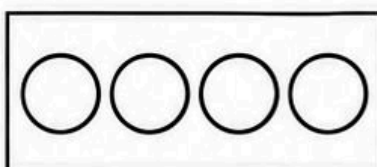
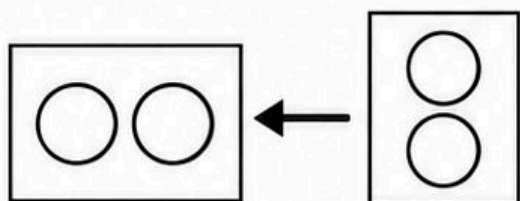
Name: _____

Which picture fits?

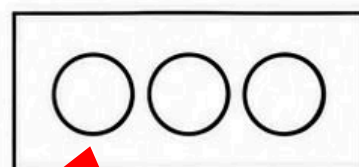
Support

Build. Move. Circle the picture that fits. Write how many.

2. Add 2.

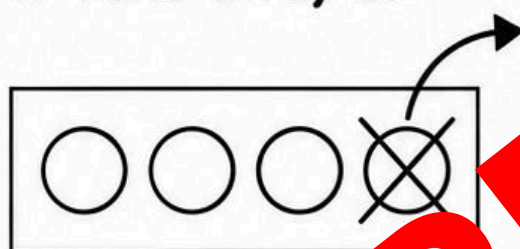


How many?

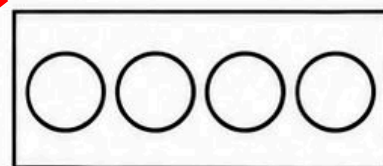


How many?

4. Take away 1.

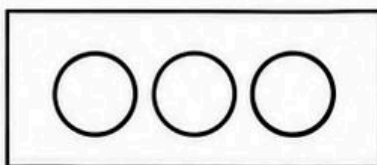
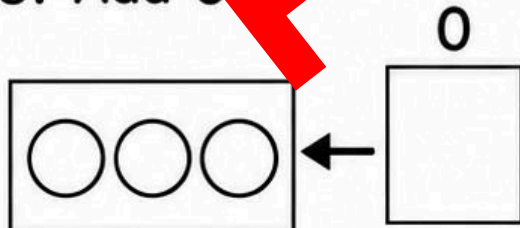


How many?

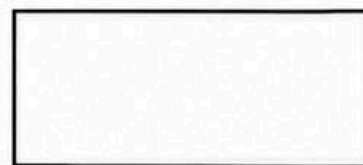


How many?

3. Add 0



How many?



How many?

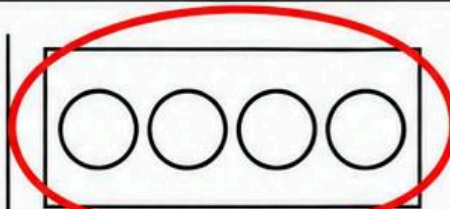
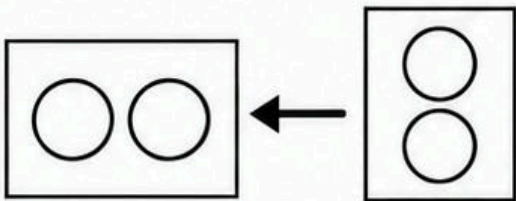
Name: **ANSWERS**

Which picture fits?

Support

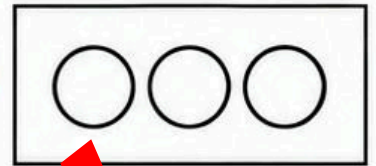
Build. Move. Circle the picture that fits. Write how many.

2. Add 2.



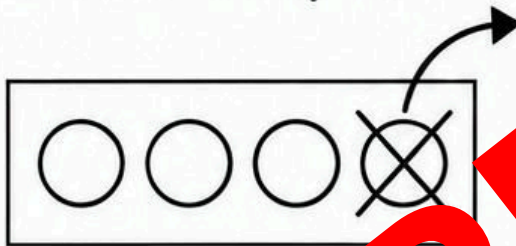
How many?

4



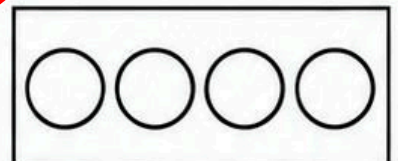
How many?

4. Take away 1.



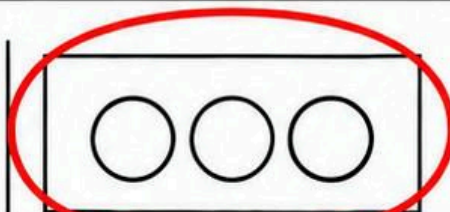
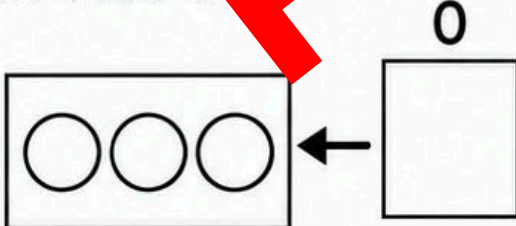
How many?

3



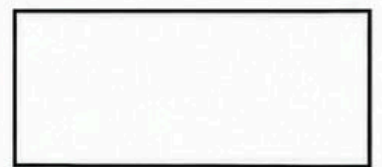
How many?

3. Add 0



How many?

3



How many?

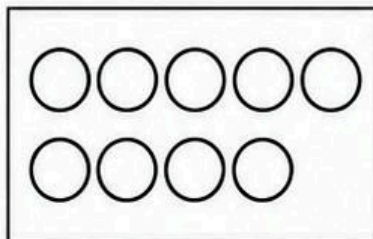
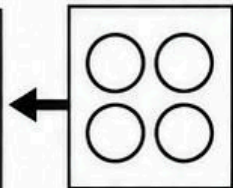
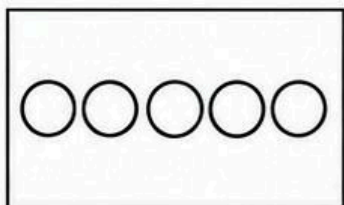
Name: _____

Which picture fits?

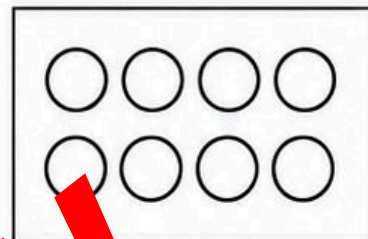
Level: Core

Build. Move. Circle the picture that fits. Write how many.

5. Add 4.

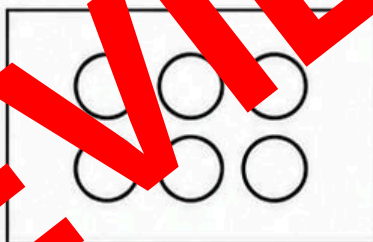
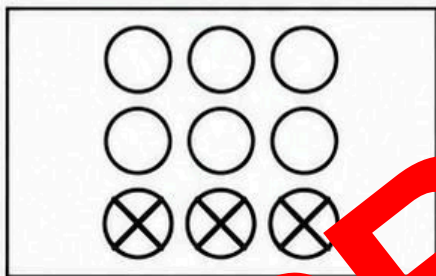


How many?

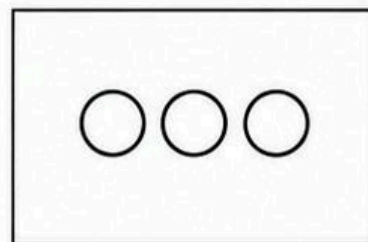


How many?

9. Take away 3.

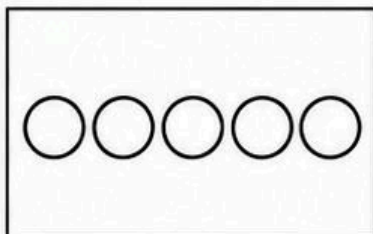
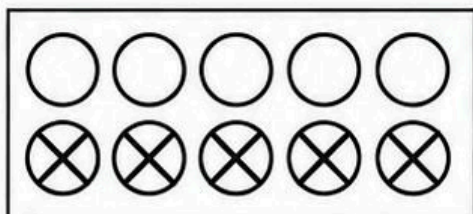


How many?

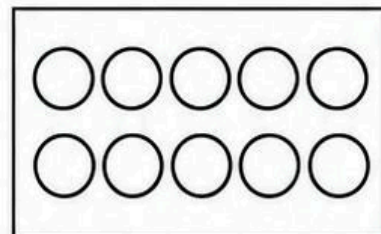


How many?

10. Take away 5.



How many?



How many?

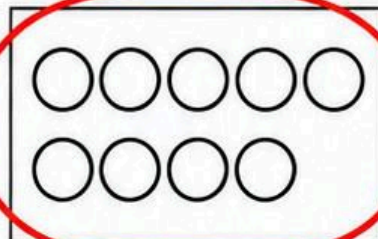
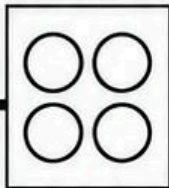
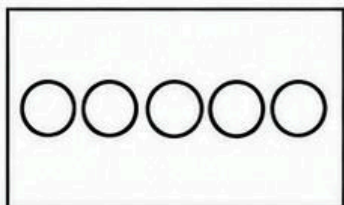
Name: **ANSWERS**

Which picture fits?

Level: Core

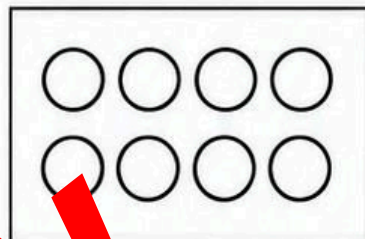
Build. Move. Circle the picture that fits. Write how many.

5. Add 4.



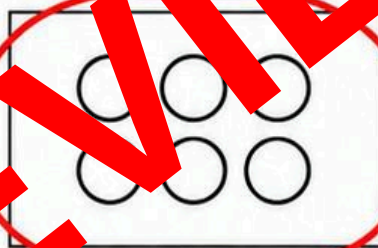
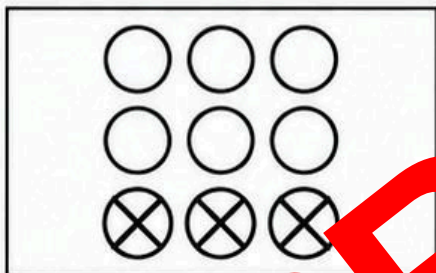
How many?

9



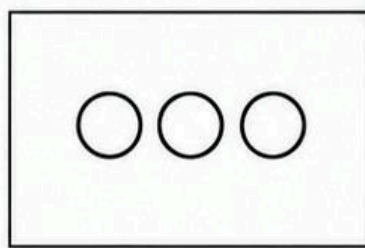
How many?

9. Take away 3.



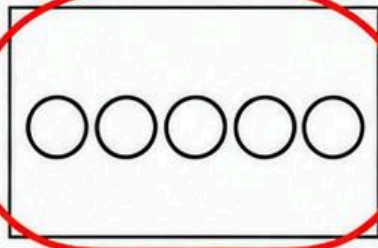
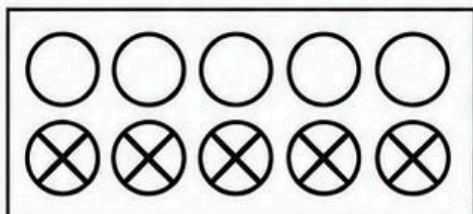
How many?

6



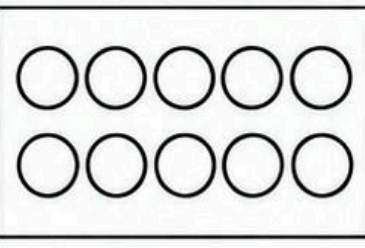
How many?

10. Take away 5.



How many?

5



How many?

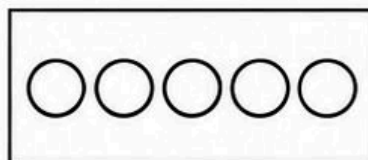
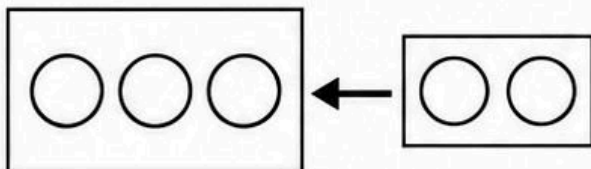
Name: _____

Which picture fits?

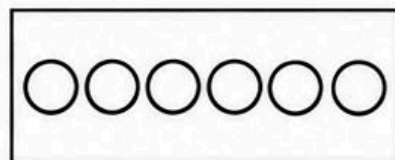
Extension

Build. Move. Circle the picture that fits. Write how many.

3. Add 2.

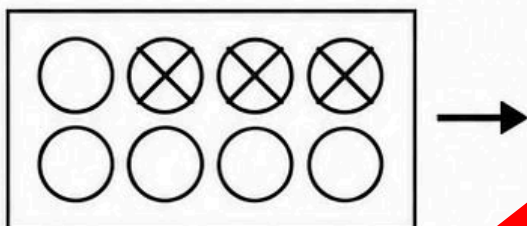


How many?

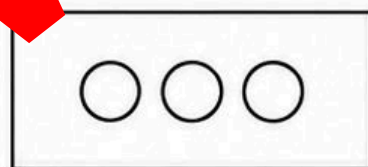


How many?

8. Take away 3.

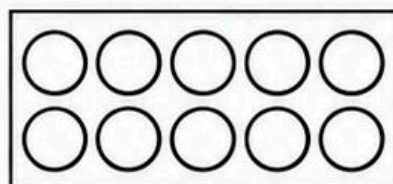
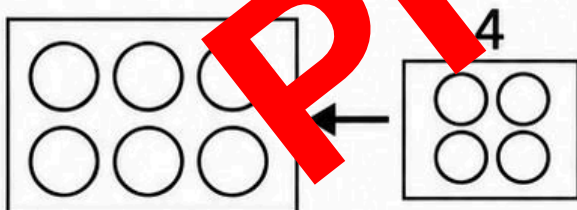


How many?

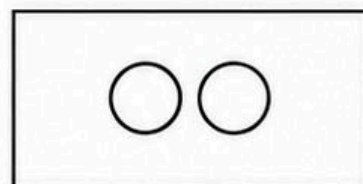


How many?

6. Add 4.



How many?



How many?

Why does the other picture fail?

Draw, point or tell.

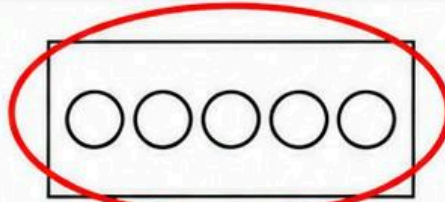
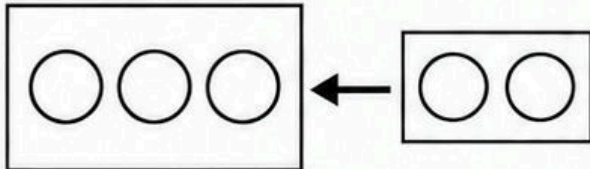
Name: **ANSWERS**

Which picture fits?

Extension

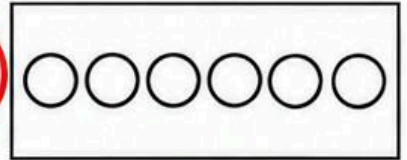
Build. Move. Circle the picture that fits. Write how many.

3. Add 2.



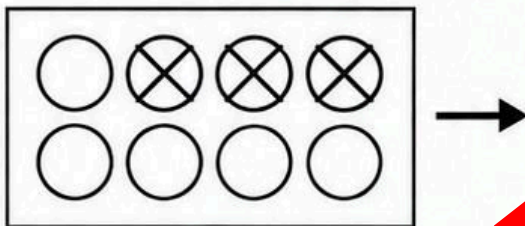
How many?

5



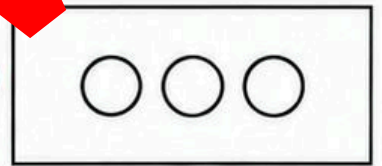
How many?

8. Take away 3.



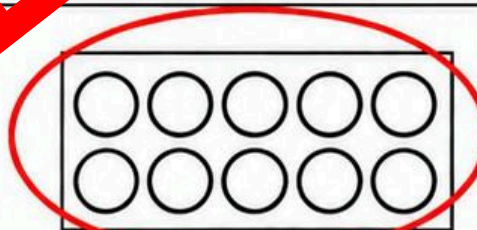
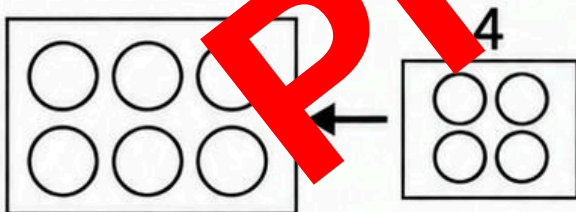
How many?

5



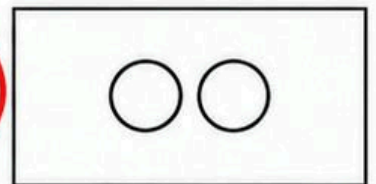
How many?

6. Add 4.



How many?

10



How many?

Why does the other picture fail?

Draw, point or tell.

6 and 4 make 10. The picture of 2 has too few.

Name: _____

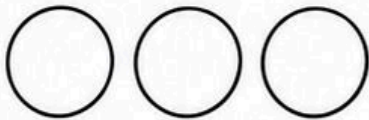
Spot and fix

Level: Support

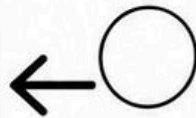
These claims are wrong. Build. Move. Check. Fix.

3. Add 1.

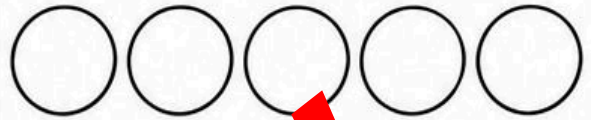
Start: 3



1 enters



Wrong picture: 5



Correct picture:

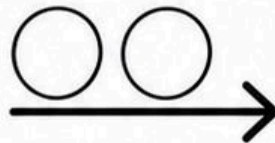
How many? Tell or point why.

5. Take away 2

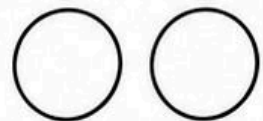
Start: 5



2 leave



Wrong picture: 2



Correct picture:

How many?

Tell or point why.



Name: **ANSWERS**

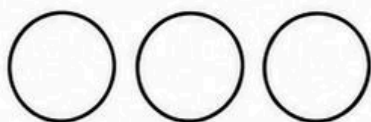
Spot and fix

Level: Support

These claims are wrong. Build. Move. Check. Fix.

3. Add 1.

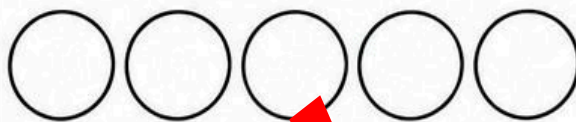
Start: 3



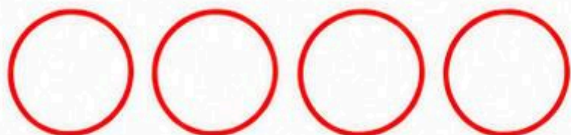
1 enters



Wrong picture: 5



Correct picture:



How many?

Tell or point why.

4

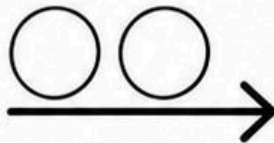
One too many.

5. Take away 2

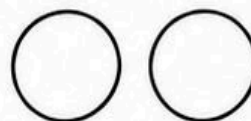
Start: 5



2 leave



Wrong picture: 2



Correct picture:



How many?

Tell or point why.

3

2 left the start. 3 remain.

Name: _____

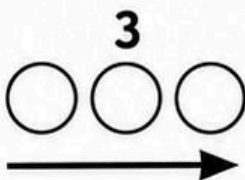
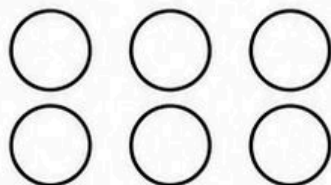
Level: Core

Spot and fix

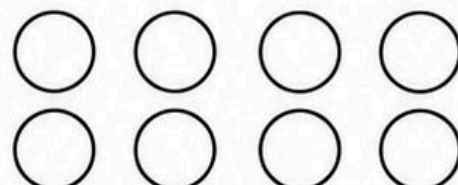
These claims are wrong. Build. Move. Check. Fix.

6. Add 3.

Start: 6 ($3 + 3$)



Wrong picture: 8 ($4 + 4$)



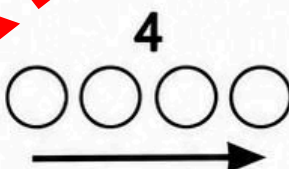
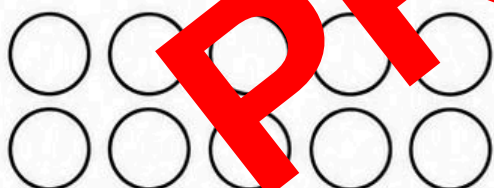
Correct picture:

How many?

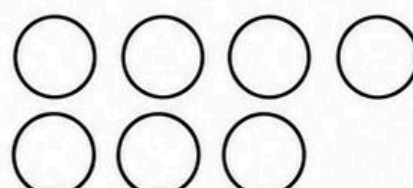
Tell or point why.

10. Take away 4

Start: 10 ($5 + 5$)



Wrong picture: 7 ($4 + 3$)



Correct picture:

How many?

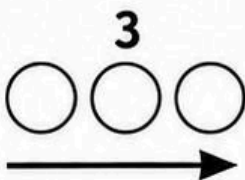
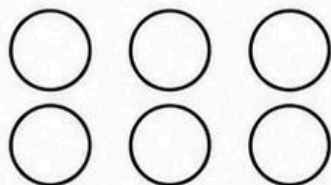
Tell or point why.

Spot and fix

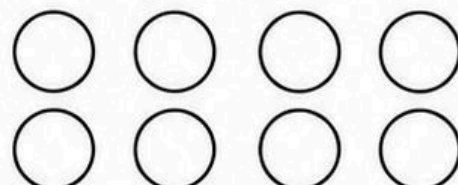
These claims are wrong. Build. Move. Check. Fix.

6. Add 3.

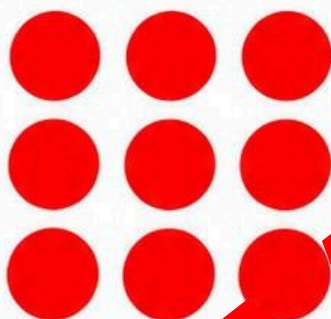
Start: 6 ($3 + 3$)



Wrong picture: 8 ($4 + 4$)



Correct picture:



How many?

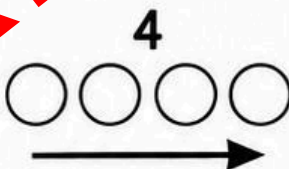
9

Tell or point why.

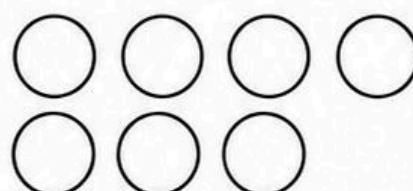
One more makes 9.

10. Take away 4

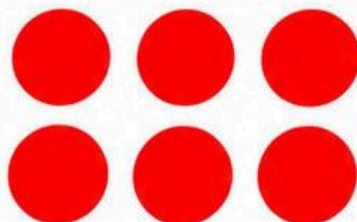
Start: 10 ($5 + 5$)



Wrong picture: 7 ($4 + 3$)



Correct picture:



How many?

6

Tell or point why.

Take 4 out. 6 remain.

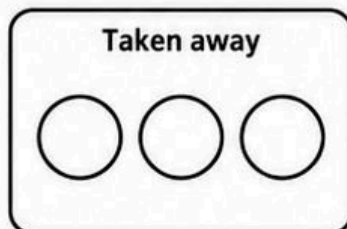
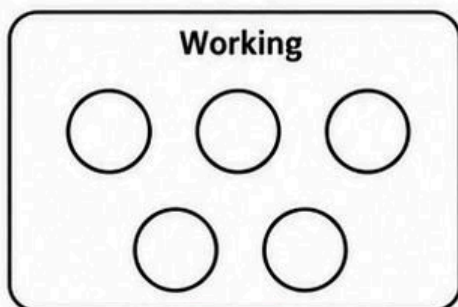
Name: _____

Spot and fix

Extension

These claims are wrong. Build. Move. Check. Fix.

8. Take away 3.



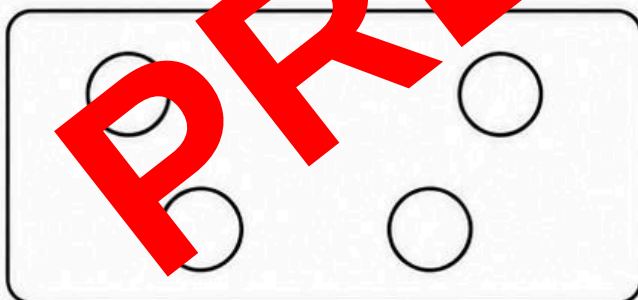
Wrong claim: 8 are left.

Correct picture

How many?

Tell or point why.

Same 4 counters, moved apart.



Wrong claim: 6 now.

Correct picture

How many?

Tell or point why.

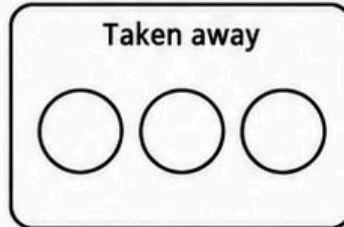
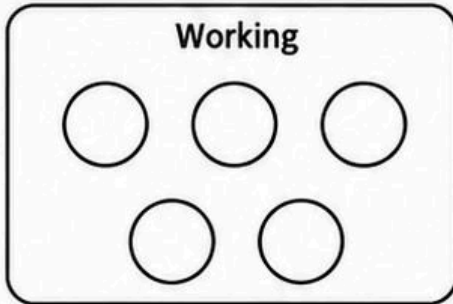
Name: **ANSWERS**

Spot and fix

Extension

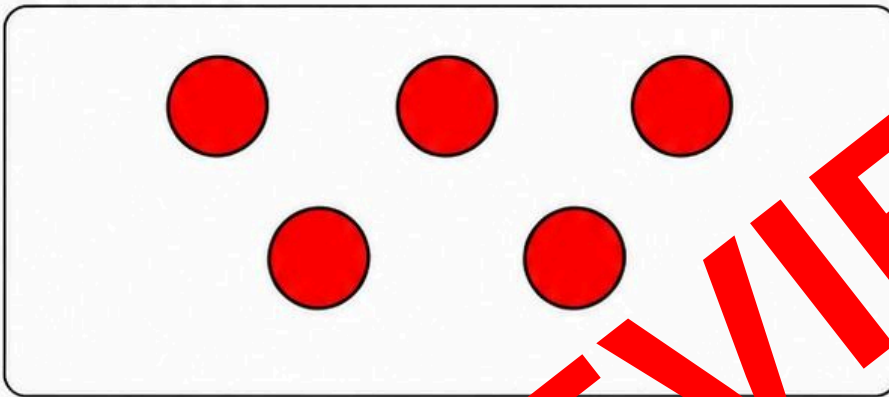
These claims are wrong. Build. Move. Check. Fix.

8. Take away 3.



Wrong claim: 8 are left.

Correct picture



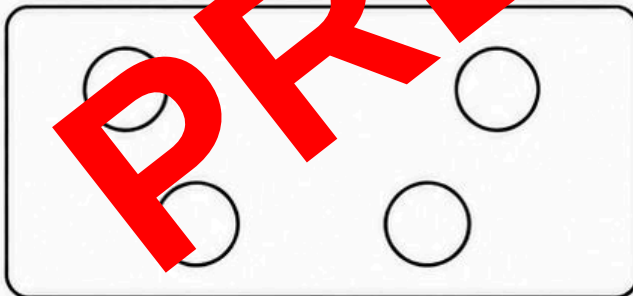
How many?



Tell or point why.

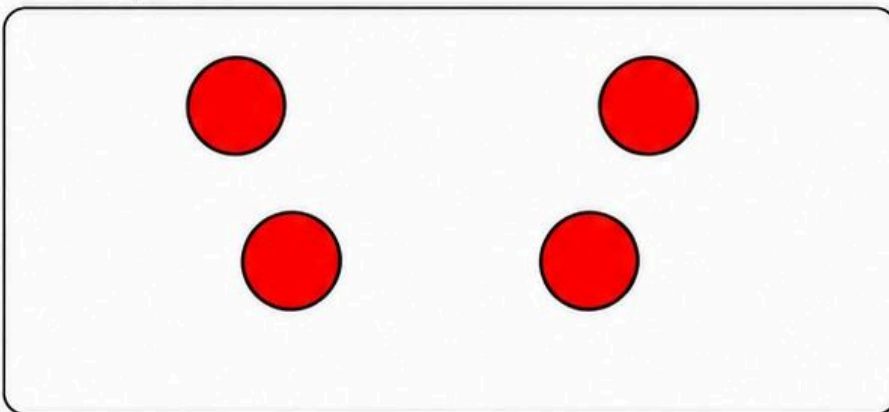
Count only the 5 inside.

Same 4 counters, moved apart.



Wrong claim: 6 now.

Correct picture



How many?



Tell or point why.

Moving apart adds none.

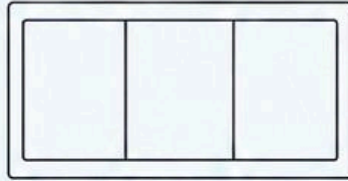
Action Tray Studio

Build. Move. Count. Think.

You need:



10 counters



the mat



action cards



and a pencil.

Maker: build and move.

Checker: count and check.

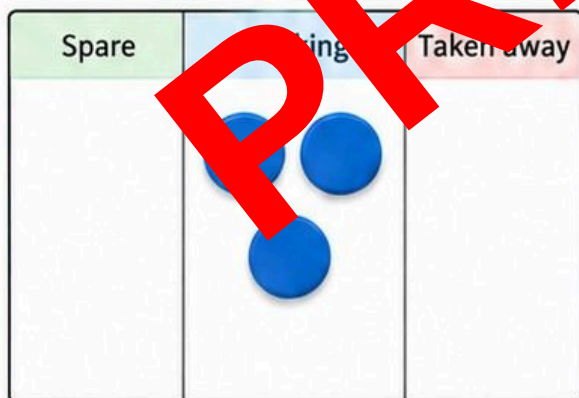
Keep the same counters.

Rules:

1. Choose a card.
2. Build the start in Working.
3. Add from Spare or move counters to Taken away.
4. Count only Working.
5. Show and say how you checked.
6. Swap roles.

3. Add 2.

Start



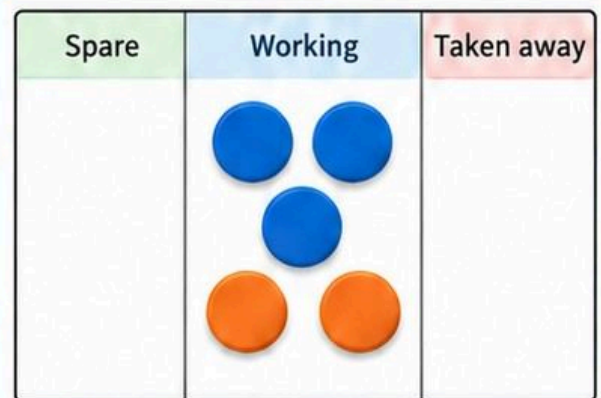
Start 3.



Put in 2.



After



Count 5.

Start 3. Put in 2. Count 5. Swap.

Action Tray Studio mat

Working

PREVIEW

Spare

Taken away

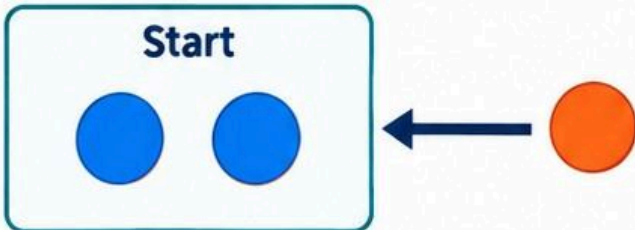


Name: _____

Action cards

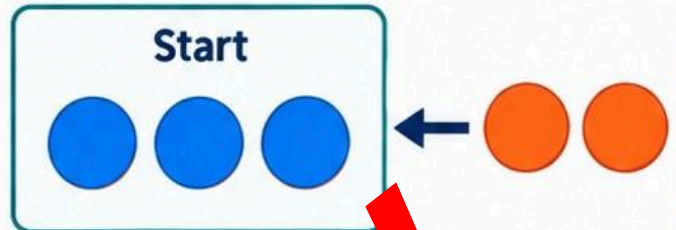
Cut out the cards. Look at the start, do the action, then write how many now.

1 Start 2. Add 1.



How many now?

2 Start 3. Add 2.



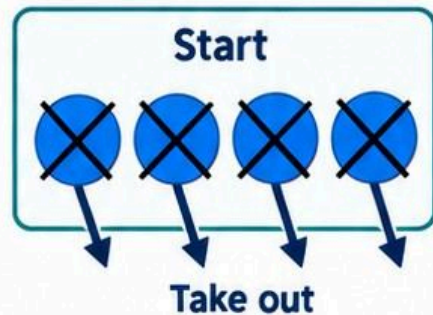
How many now?

3 Start 5. Take away 2.



How many now?

4 Start 4. Take away 4.



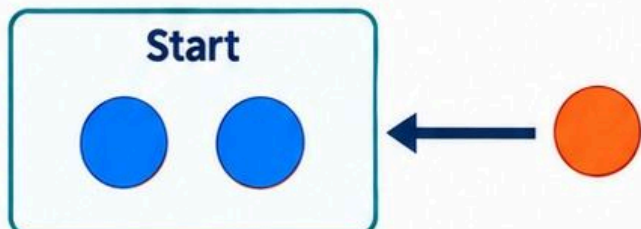
How many now?

Name: **ANSWERS**

Action cards

Cut out the cards. Look at the start, do the action, then write how many now.

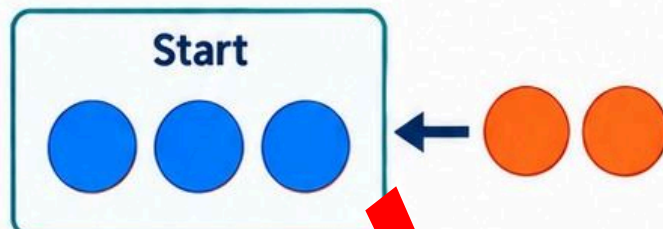
1 Start 2. Add 1.



How many now?

3

2 Start 3. Add 2.



How many now?

5

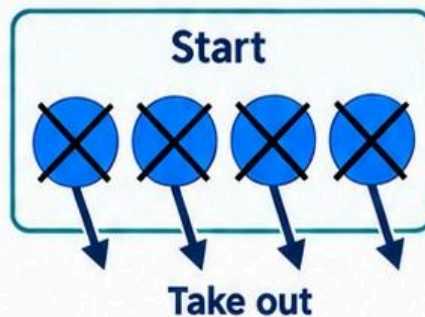
3 Start 5. Take away 2.



How many now?

3

4 Start 4. Take away 4.



How many now?

0



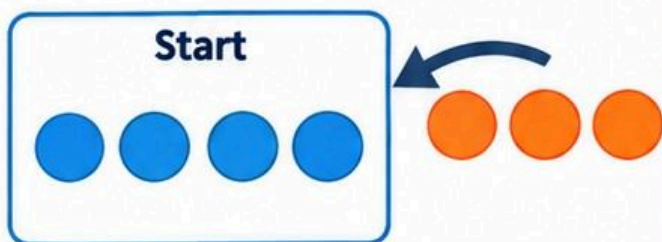
Name: _____

Action cards

Cut out the cards. Look at the start, follow the action and work out how many now.

5

Start 4. Add 3.



How many now?

6

Start 6. Add 4.



How many now?

7

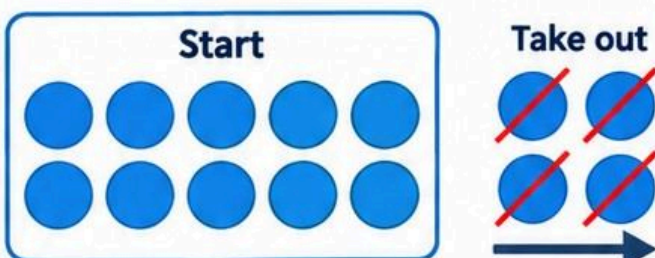
Start 8. Take away 3.



How many now?

8

Start 10. Take away 4.



How many now?



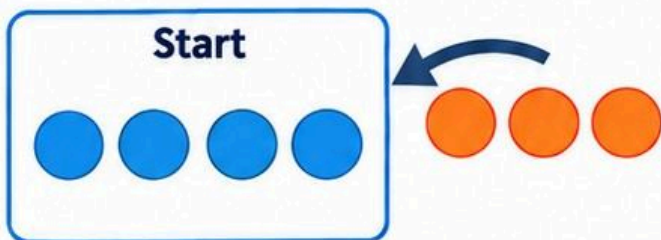
Name: _____ **ANSWERS**

Action cards

Cut out the cards. Look at the start, follow the action and work out how many now.

5

Start 4. Add 3.



How many now?

7

6

Start 6. Add 4.

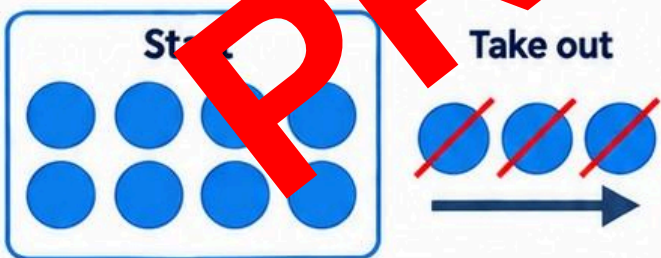


How many now?

10

7

Start 8. Take away 3.

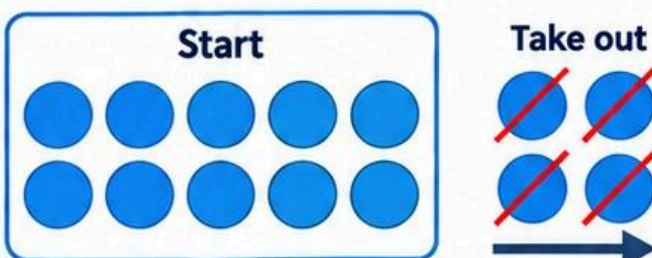


How many now?

5

8

Start 10. Take away 4.



How many now?

6

Name: _____

Two turns to record

Use the mat. Build. Move. Draw. Check.

4. Add 3.

Before

Move

How many now?

My collection now

How did you check? Draw, point or tell.

10. Take away 3.

Before

Now

How many now?

My collection now

How did you check? Draw, point or tell.



Name: **ANSWERS**

Two turns to record

Use the mat. Build. Move. Draw. Check.

4. Add 3.

Before

4

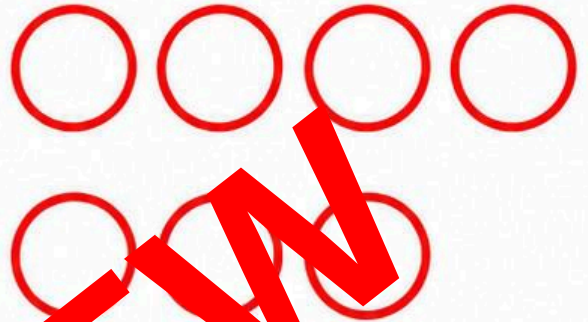
Move

Add 3

How many now?

7

My collection now



How did you check? Draw, point or tell.

I counted all 7 once.

10. Take away.

Before

10

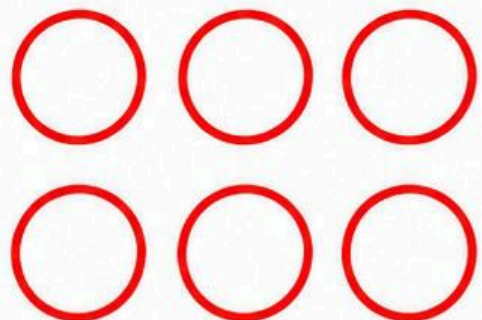
Now

Take 4

How many now?

6

My collection now



How did you check? Draw, point or tell.

I counted only the 6 left.

Spot and Fix Workshop

Find the mistake. Fix it. Explain why.

Aim

Students spot a mistake in a picture that shows adding or taking away. They fix it and explain their thinking using counters.

You need

You need: 10 counters, the mat, error cards and a pencil.

Roles

Builder: make the start and act.

Checker: count and explain.

Rules

1. Read an error card.
2. Build its start in Working.
3. Add or take away the same counters.
4. Count in Working.
5. Compare with the wrong picture.
6. Repeat 1. Say or point why.
7. Swap roles.

Example: Error Card – Start 1

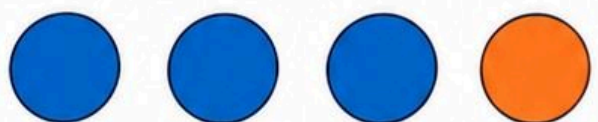
Start (3)



Add 1



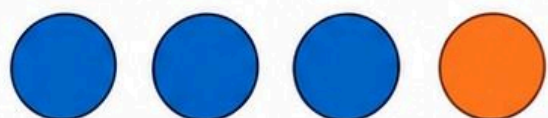
Working (after adding)



Wrong picture: 5



Checked picture: 4



Oral model

3. Put in 1. Count 4. The picture of 5 has one too many.

Spot and fix cards

Name: _____

Look at each card. The picture shows a wrong result.
Spot the mistake, then work out the correct number.
Explain your thinking.



1. Start 3. Add 1.

Wrong picture: 5

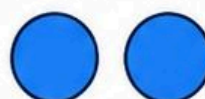


Correct number:

Why? Tell or point.

2. Start 5. Take away 2.

Wrong picture: 2



Correct number:

Why? Tell or point.

3. Start 6. Add 3.

Wrong picture: 8

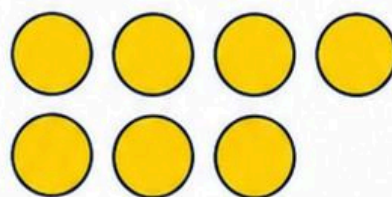


Correct number:

Why? Tell or point.

4. Start 10. Take away 4.

Wrong picture: 7



Correct number:

Why? Tell or point.



Spot and fix cards

Name: **ANSWERS**

Look at each card. The picture shows a wrong result.
Spot the mistake, then work out the correct number.
Explain your thinking.



1. Start 3. Add 1.

Wrong picture: 5



Correct number:

4

Why? Tell or point.

3 and 1 make 4.

2. Start 5. Take away 2.

Wrong picture: 2



Correct number:

3

Why? Tell or point.

Take 2 out. 3 remain.

3. Start 6. Add 3.

Wrong picture: 8



Correct number:

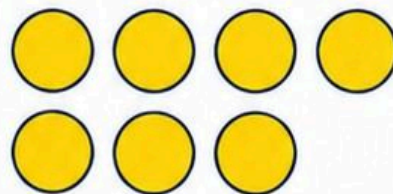
9

Why? Tell or point.

6 and 3 make 9.

4. Start 10. Take away 4.

Wrong picture: 7



Correct number:

6

Why? Tell or point.

Take 4 out. 6 remain.

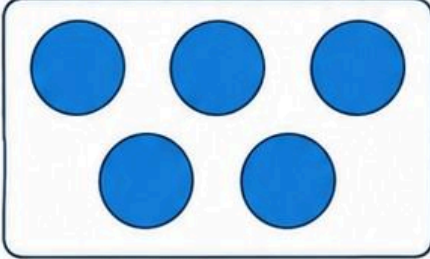
More checking cards

Name: _____

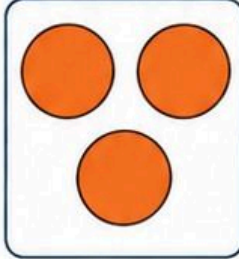
Cut out the cards. Look at the picture on each card. A student has made a claim. Is it correct? Write the correct number and say why. Tell or point.

Start 8. Take away 3.

Working (what is left)



Taken away



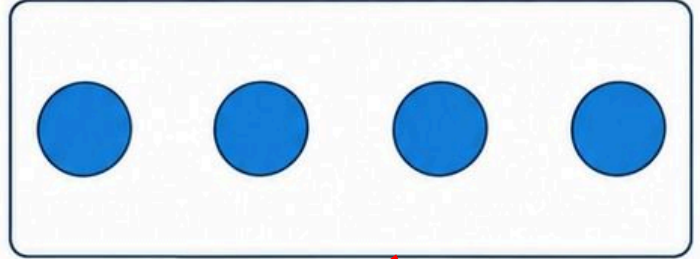
Wrong claim: 8 left.

Correct number:

Why? Tell or point.

Same 4, moved apart.

Working (same number, just moved)



Wrong claim: 6 now.

Correct number:

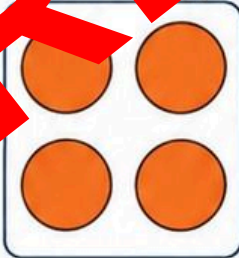
Why? Tell or point.

Start 4. Take away 4.

Working (what is left)



Taken away



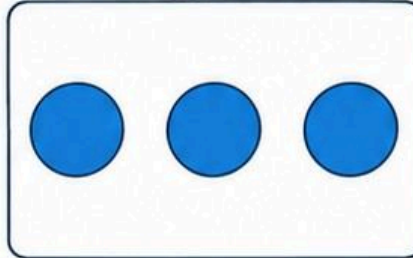
Wrong claim: 4 left.

Correct number:

Why? Tell or point.

Start 3. Add 0.

Working (start number)



Spare / entering

0 (none)

Wrong claim: 0 now.

Correct number:

Why? Tell or point.



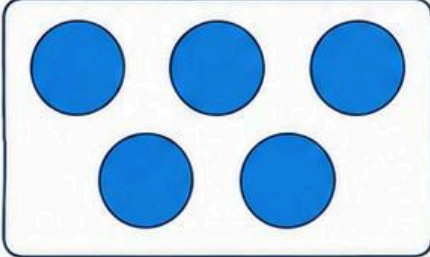
More checking cards

Name: **ANSWERS**

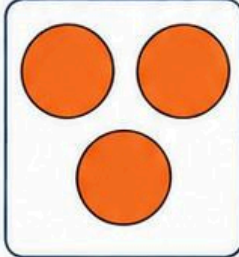
Cut out the cards. Look at the picture on each card. A student has made a claim. Is it correct? Write the correct number and say why. Tell or point.

Start 8. Take away 3.

Working (what is left)



Taken away



Wrong claim: 8 left.

Correct number:

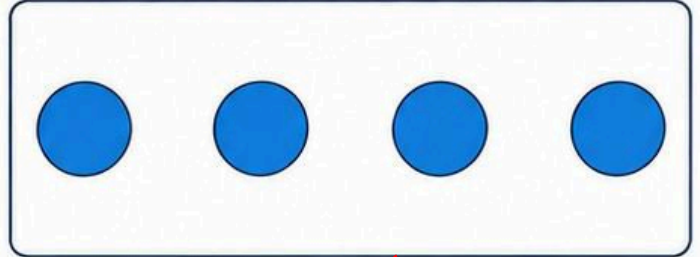
5

Why? Tell or point.

Count only Working.

Same 4, moved apart.

Working (same number, just moved)



Wrong claim: 6 now.

Correct number:

Why? Tell or point.

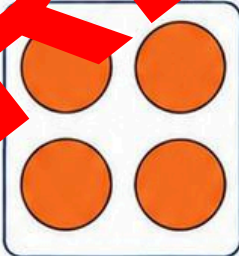
Nothing came in or went out.

Start 4. Take away 4.

Working (what is left)



Taken away



Wrong claim: 4 left.

Correct number:

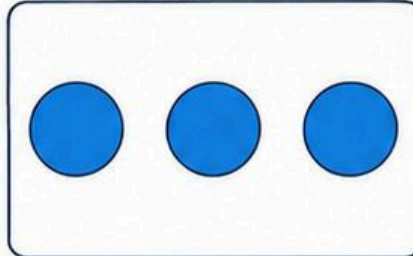
0

Why? Tell or point.

The working collection is empty.

Start 3. Add 0.

Working (start number)



Spare / entering

0 (none)

Wrong claim: 0 now.

Correct number:

3

Why? Tell or point.

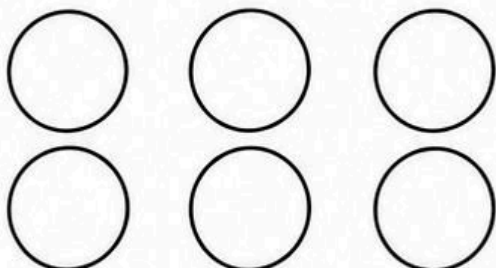
Adding none keeps 3.

Name: _____

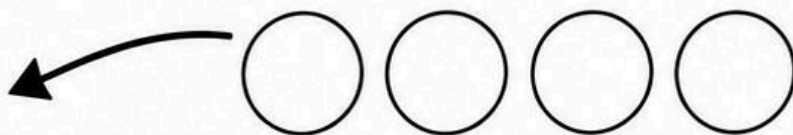
My counter check

Use real counters. Start with 6. Put in 4.

Start (6 counters)



Put in 4 more counters.



How many now?

Draw your collection now.

Show or tell how you checked.

Move the same counters apart. Did anything come in or go out?

How many now?

Draw or tell how you know.

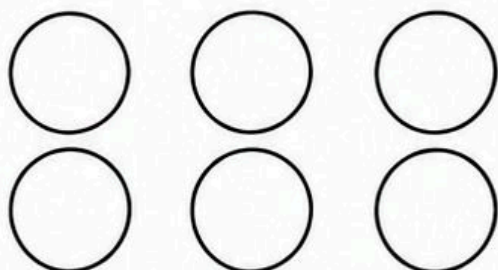
Teacher note: Observe the student building and moving real counters. Record the actual action and check.

Name: **ANSWERS**

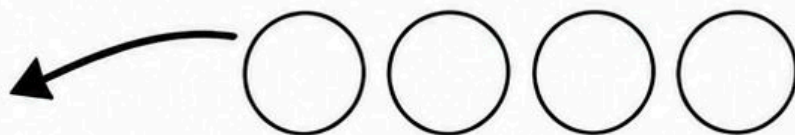
My counter check

Use real counters. Start with 6. Put in 4.

Start (6 counters)



Put in 4 more counters.



How many now?

10

Draw your collection now.



Show or tell how you checked.

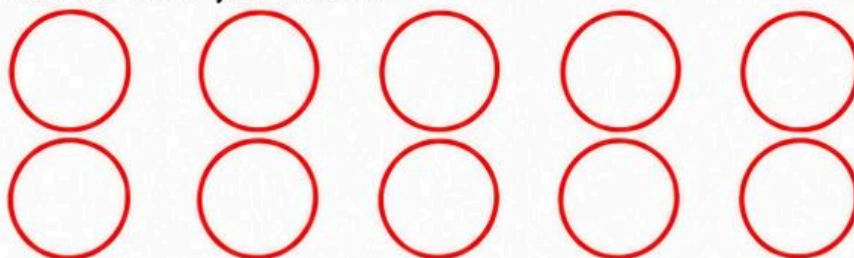
I counted each counter once.

Move the same counters apart. Did anything come in or go out?

How many now?

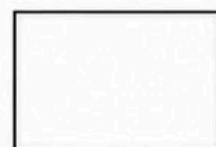
10

Draw or tell how you know.



Nothing came in or went out. There are still 10.

Teacher note: Observe the student building and moving real counters. Record the actual action and check.

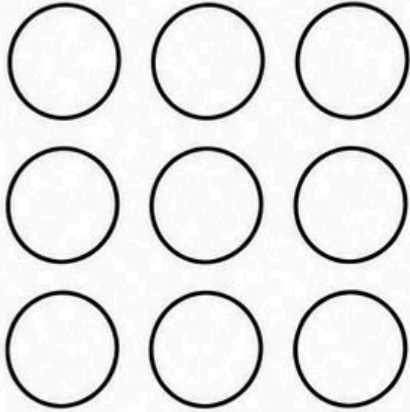


Name: _____

My screen counter check

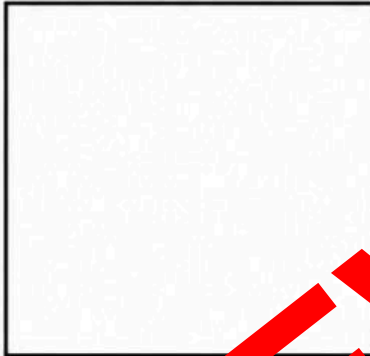
Start with 9. Take away 4.

Start



Move the screen counters, or tell the teacher exactly what to move.

How many are left?



Draw what is left.

How did you check? Draw, point or tell.

Observe actual counter movement on lesson slide 22 in Edit view.
A paper response alone is not virtual evidence.

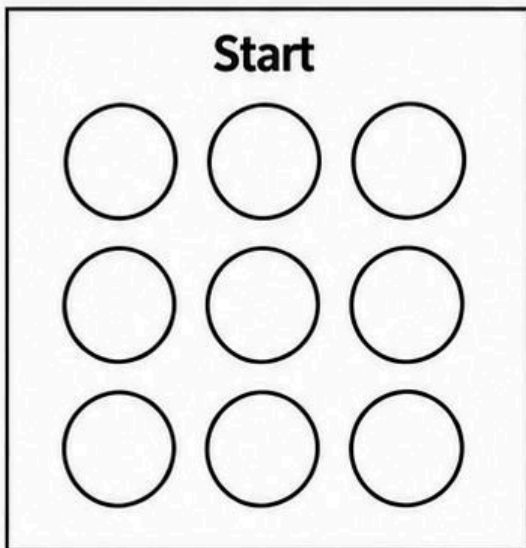
Action and check observed: _____



Name: ANSWERS

My screen counter check

Start with 9. Take away 4.



Move the screen counters, or tell the teacher exactly what to move.

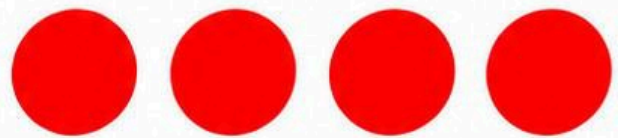
How many are left?



Draw what is left.



Taken away



How did you check? Draw, point or tell.

Count only the 5 counters in Working. The 4 outside were taken away.

Observe actual counter movement on lesson slide 22 in Edit view.
A paper response alone is not virtual evidence.

Action and check observed: _____



Counter action observation

Student: _____ Date: _____

Observe the student's actual physical and screen-counter actions. Read stems aloud; pointing, speaking, drawing, device use and adult recording are valid access. Record content prompts separately.

Physical: start 6, add 4, then spread the same counters

Start and action observed:

Student result:

How the student counted or recognised groups:

How the student checked the current collection:

Independent action or content prompt given:

Access support used:

Virtual: start 9, take away 4 on lesson slide 22

Start and action observed:

Student result:

How the student counted or recognised groups:

How the student checked the current collection:

Independent action or content prompt given:

Access support used:

Taught checks: empty collection / adding none / unchanged rearrangement

Empty collection – observation:

Adding none – observation:

Unchanged rearrangement – observation:

Misconception and evidence:

Next teaching step:

Add, take away and check

Judge individual physical and virtual action, result and checking evidence.
Ordinary access support does not lower Secure. Record content prompts separately.

1. Represent the start and action

Emerging	Needs adult reconstruction of the start or action.
Developing	Models one action with content prompts.
Secure	Independently represents correct starts and adding/taking away in both modes.
Deepening	Explains and repairs a mismatched action model.

2. Find the result

Emerging	Guesses, misses counters or recounts a counter.
Developing	Finds some results accurately with reminders.
Secure	Counts each once or recognises small groups accurately, including ten and zero.
Deepening	Uses another check and explains why the results agree.

3. Check the current collection

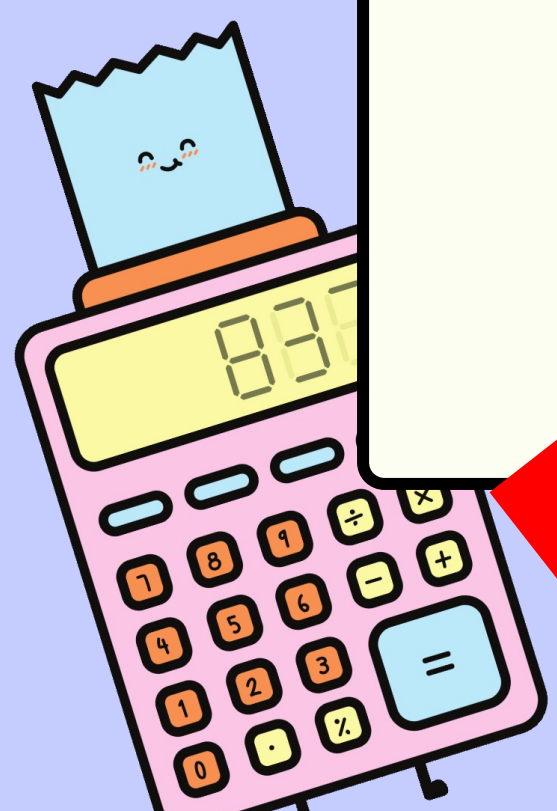
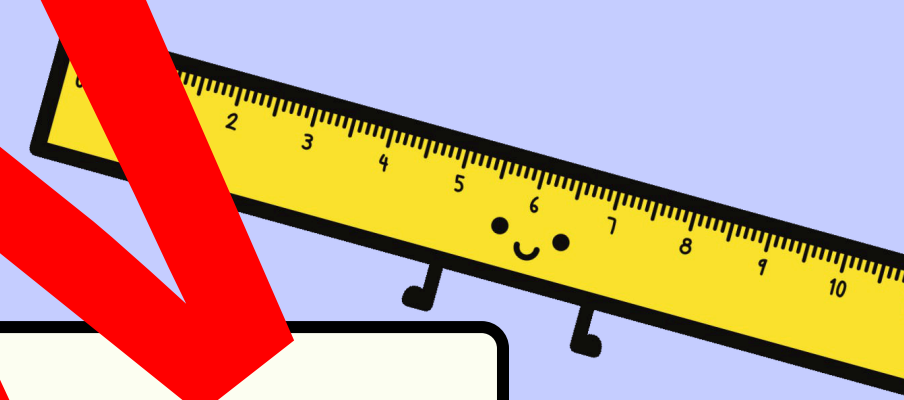
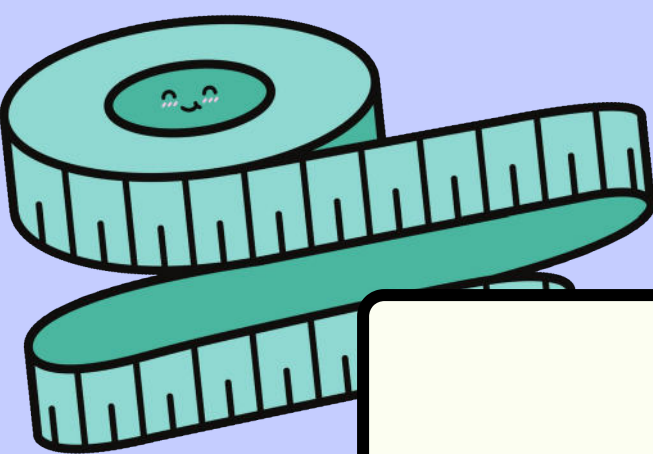
Emerging	Includes space for removed counters.
Developing	Compares the current collection after a prompt.
Secure	Checks only the current collection and notices unchanged rearrangement.
Deepening	Diagnoses a boundary or spacing error.

4. Explain the result

Emerging	Does not yet connect the action with the result.
Developing	Points to or describes part of the change with prompts.
Secure	Shows, says or draws how the action leads to the checked result.
Deepening	Gives a clear correction and a useful checking reason.

Use physical and virtual evidence plus taught zero/unchanged checks.
Reading confidence, handwriting and speed are not attainment criteria.

Student _____ Date _____ Teacher judgement/evidence _____



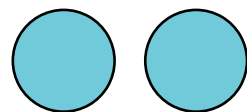
**Add, Take Away
and Check**

PREVIEW

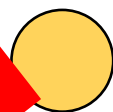
Build. Move. Count. Check.

There are 2. Put in 1. How many now?

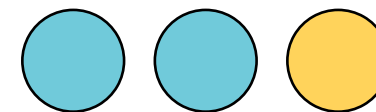
Start



Put



Now



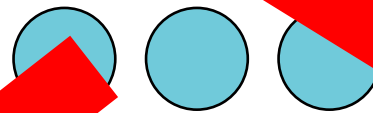
Keep the first 2. Count each counter once.



One count for each counter

Touch each once. How many?

Word



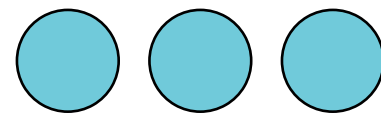
1, 2, 3 The last number tells how many.



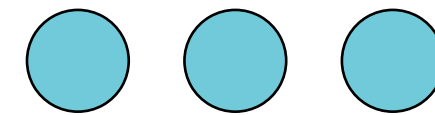
The same counters

They moved apart. How many are there?

Before



Moved apart



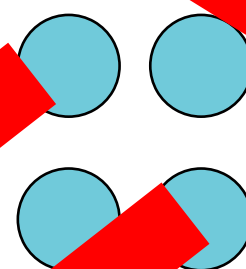
None came in. None went out. Still 3.



A quick look

How many? Tell us how you know

A group of 4



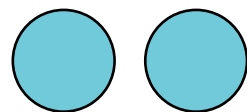
You can count to check.



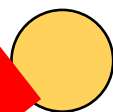
Put in 1

There are 2. Put in 1. Now there are 3.

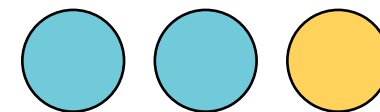
Start



Put



Now



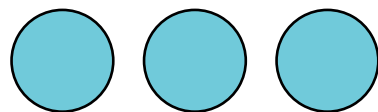
Make the new counter in. Count all 3.



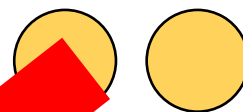
Put in 2

There are 3. Put in 2. You have all 5.

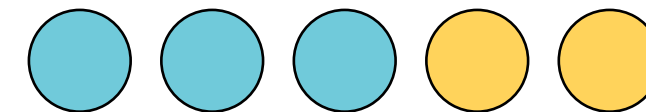
Start



Put



Now



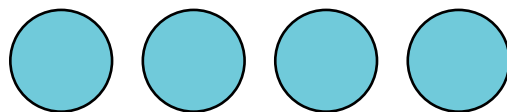
Keep the first 3. Put in exactly 2.



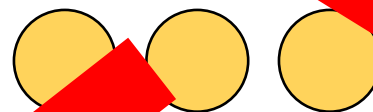
Your turn

There are 4. Put in 3. How many now?

Start



Put



Now

?

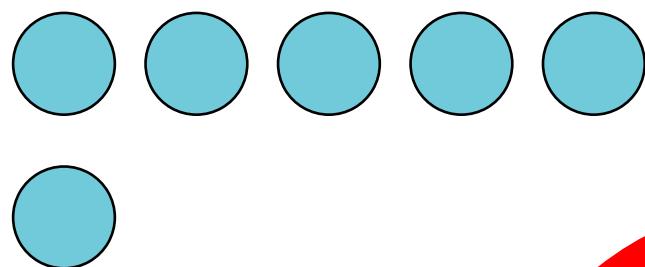
But it with counters. Count to check.



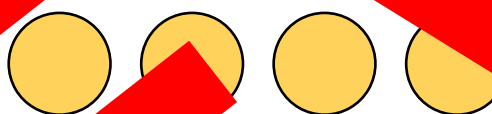
A collection of 10

There are 6. Put in 4. Count all 10.

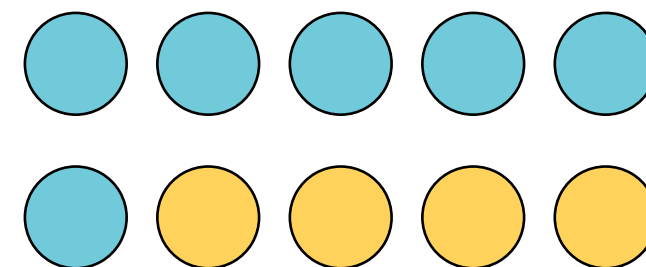
Start



Put



Now



6 and 4 make 10. Touch each once.



Our screen counters

There are 3. Put in 2. Tell me which counters move.

Working

Sp

Taken away

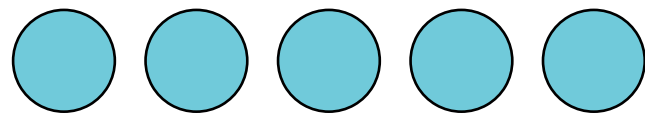
But we start first. Move counters between the zones.



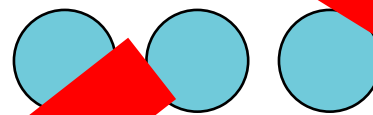
Take away 2

There are 5. Move 2 out. Count the left.

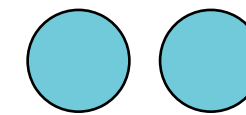
Start



Working left



Taken away



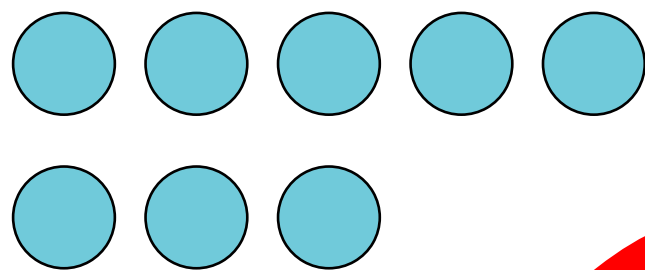
The 2 outside are not left in Working.



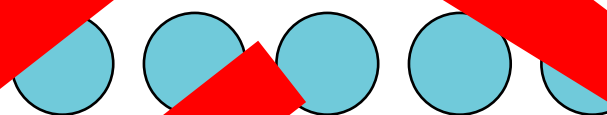
Take away 3

There are 8. Move 3 out. How many are left?

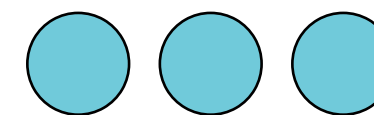
Start



Work



Taken away



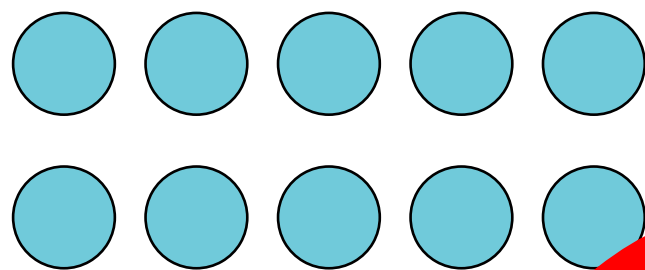
Point to the counters that are left.



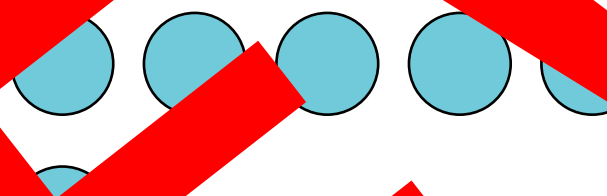
Count what is left

There were 10. Take away 3. There are left.

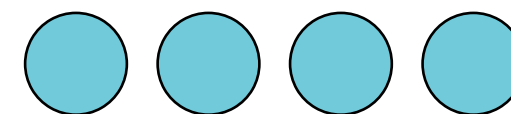
Start



Working left



Taken away



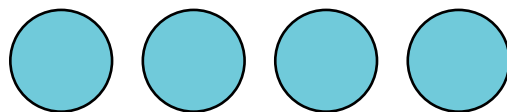
Count only the counters in Working.



Zero

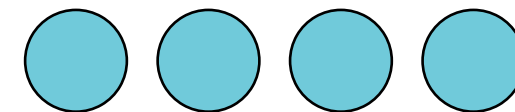
There are 4. Take them all out. None are left.

Start



Working left

Taken away



An empty collection has zero counters.



Our screen counters

There are 8. Take away 3. Tell me which counters to move.

Working

Sp

Taken away

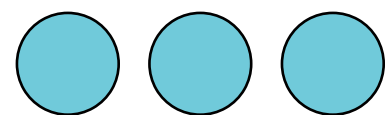
But we start first. Move counters between the zones.



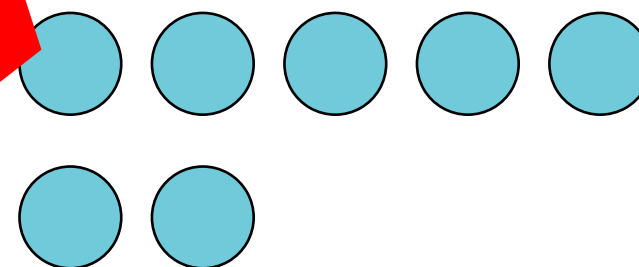
No change

Put in none: 3 stay. Take away none: 3 stay.

Put in none: still 3



Take none: still 7



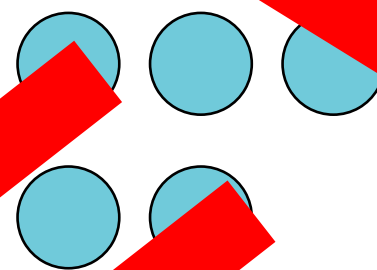
Nothing moves in or out.



Two ways to check

I see 3 and 2. I can count on 5 to

and make



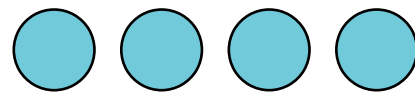
Make the small groups, then count to check.



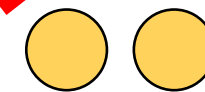
Which picture fits?

There are 4. Put in 2. Which picture fits?

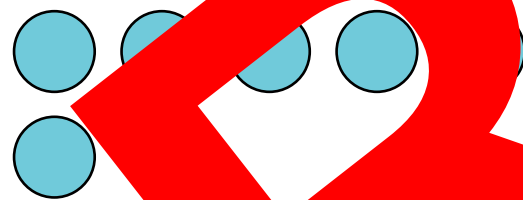
Start: 4



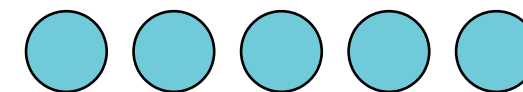
Put in 2



Picture 1



Picture 2



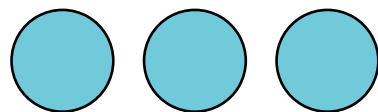
Put it. Choose. Tell us how you checked.



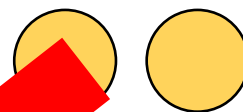
Maker and checker

Make the start. Move the counters. Check together.

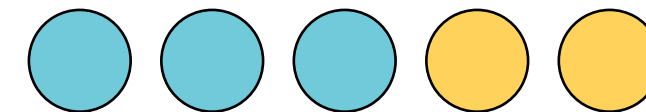
Start



Put



Now



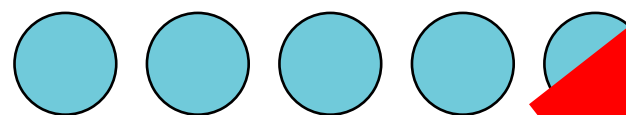
Make facts. Checker counts. Swap roles.



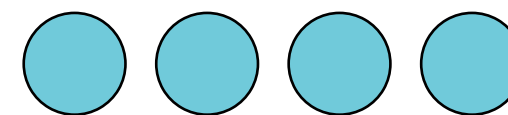
A picture to fix

3 and 1. This picture shows 5. What should it show?

Wrong picture: 5



Checked picture: 4



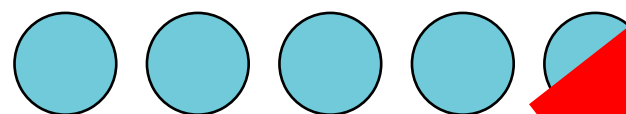
Rebuild 3. Put in 1. Count all 4.



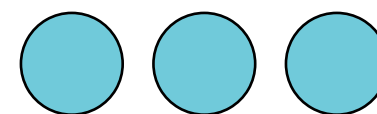
Which counters count?

8. Take away 3. Count only the 5 left.

Working: 5 left



Taken away: 3



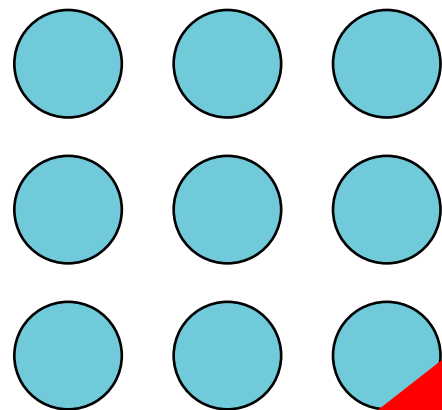
Counting all 8 would count the removed 3.



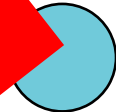
Your screen turn

There are 9. Take away 4. Show and check what is left.

Working



Sp



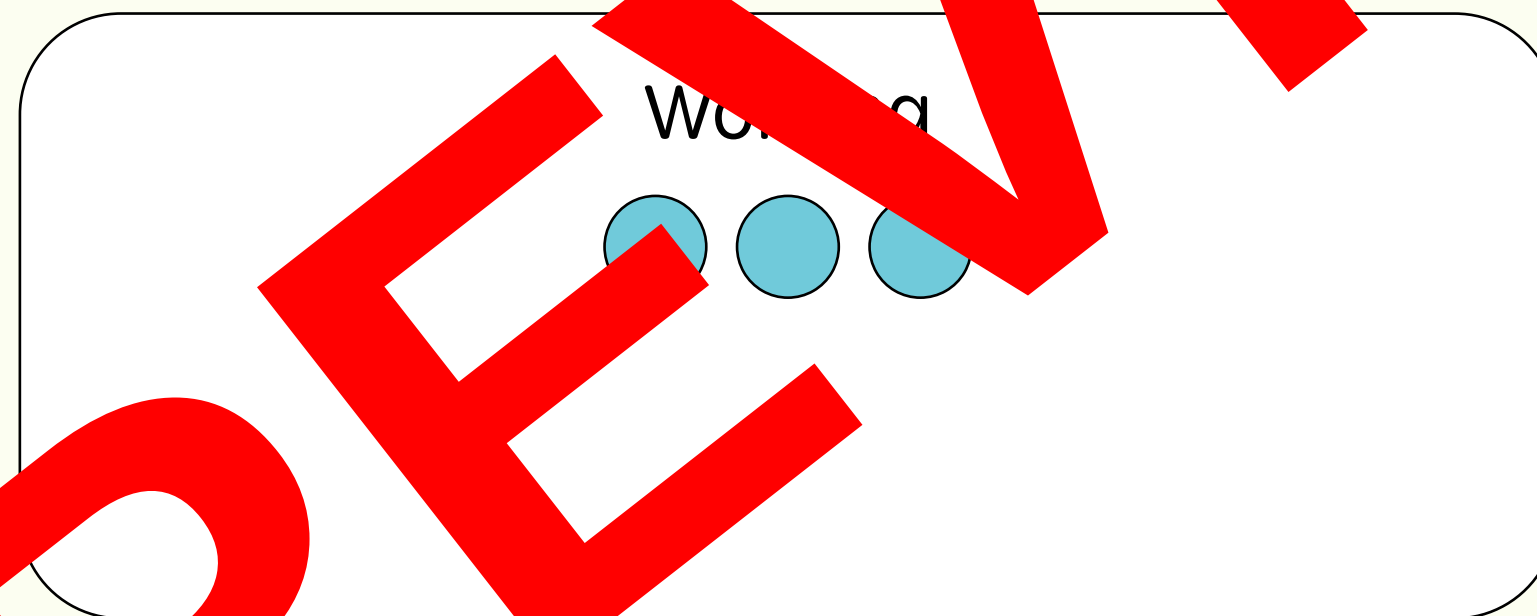
Taken away

Move 4 into Taken away. Count only Working.



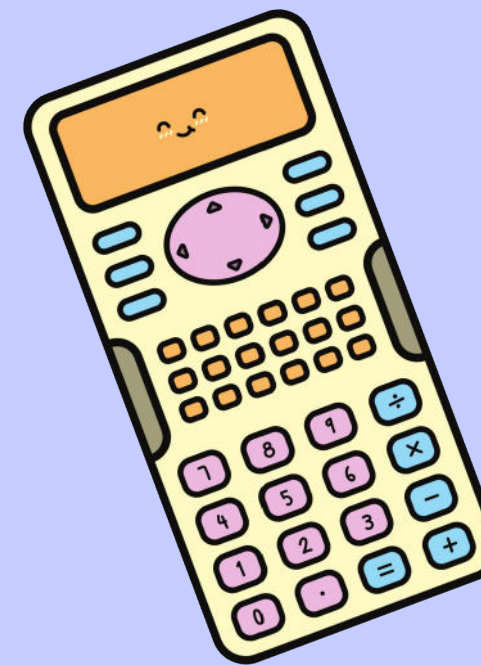
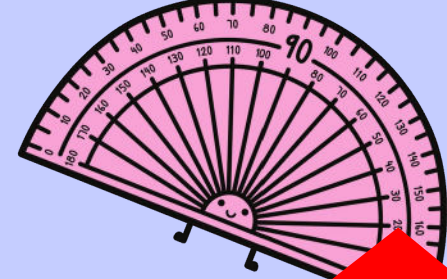
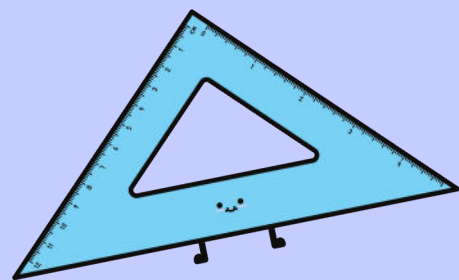
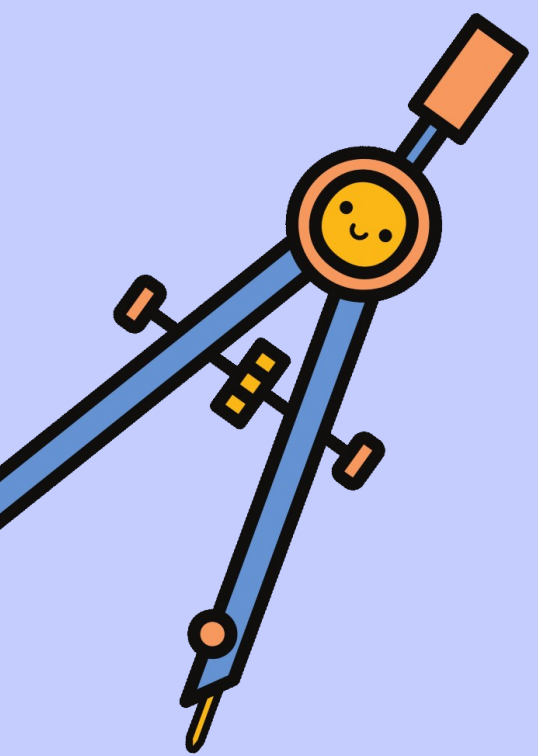
How did you check?

Did each counter get one count? Did anything move in or out?

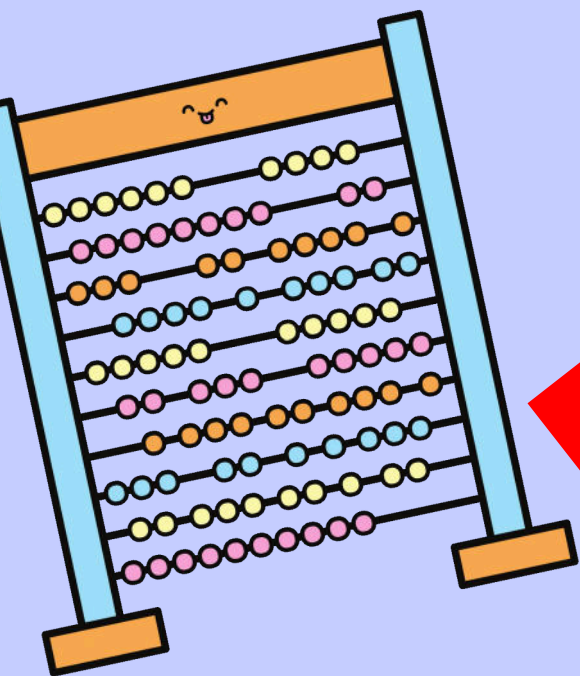


Now point, draw or tell how you checked.

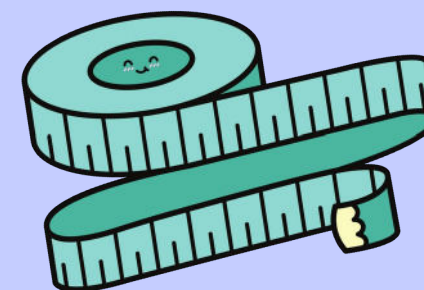
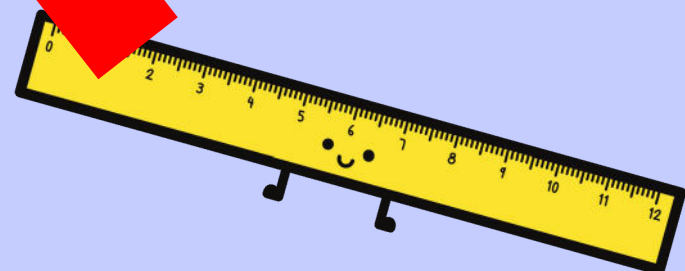




Well done!



PREVIEW



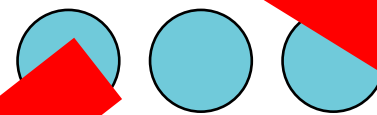
Add, Take Away and Check Quiz



Question 1

How many

Words



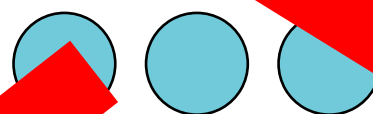
build or point. Count to check.



Answer 1

3. Touch each counter once.

Word



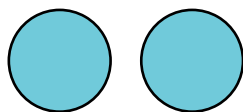
Touch each counter once to check.



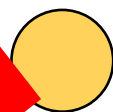
Question 2

There are 2. Put in 1. How many now?

Start



Put



How many now?

?

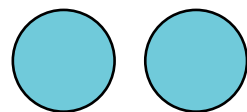
Build or point. Count to check.



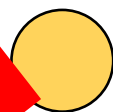
Answer 2

3. Count the 2 and the new 1.

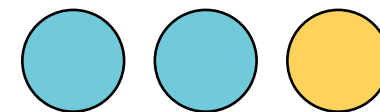
Start



Put



Now



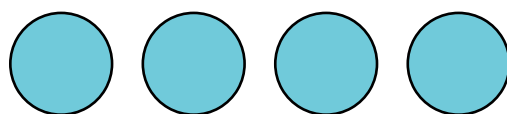
Touch each counter once to check.



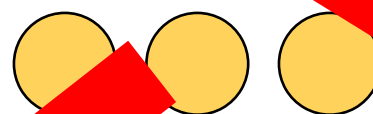
Question 3

There are 4. Put in 3. How many now?

Start



Put



How many now?

?

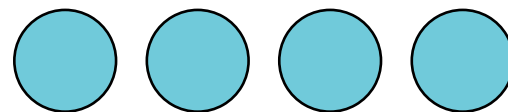
Build or point. Count to check.



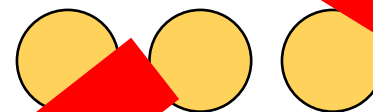
Answer 3

7. Count all the counters

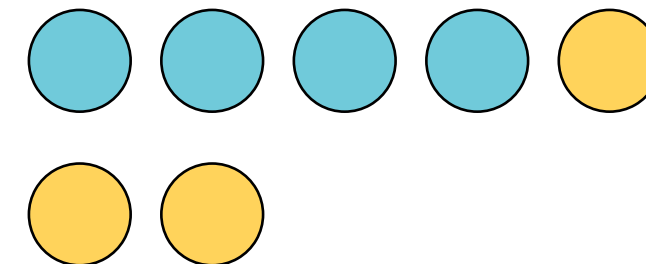
Start



Put



Now



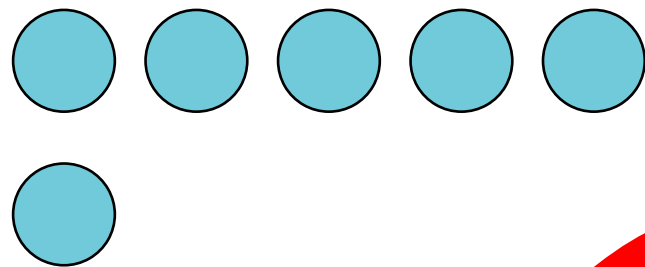
Touch each counter once to check.



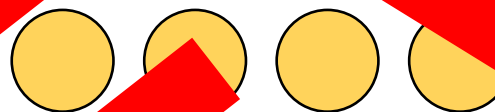
Question 4

There are 6. Put in 4. How many now?

Start



Put



How many now?

?

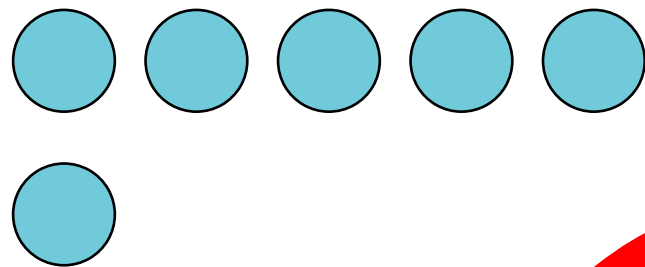
Build or point. Count to check.



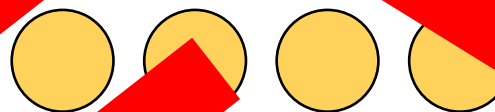
Answer U

10. Count each counter once.

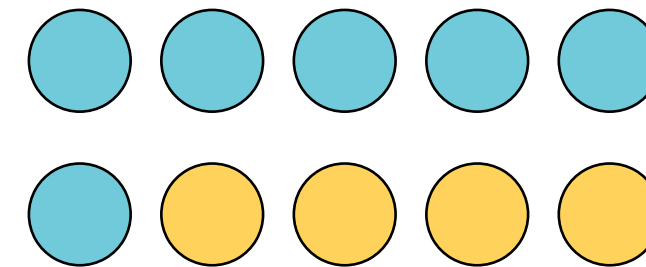
Start



Put



Now



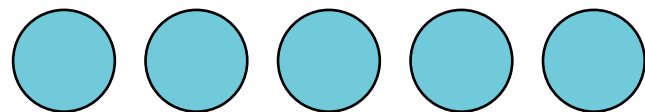
Count each counter once to check.



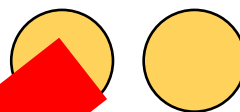
Question 5

There are 5. Take away 2. How many are left?

Start



Take away



How many left?

?

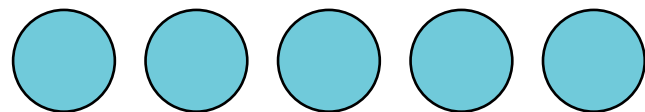
Build or point. Count to check.



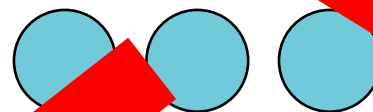
Answer 5

3. Count only the counters left.

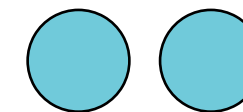
Start



Working left



Taken away



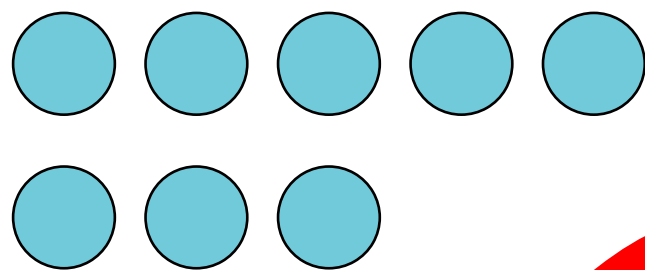
Take the taken-away counters outside Working.



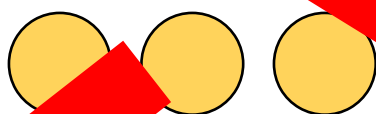
Question 6

There are 8. Take away 3. How many left?

Start



Take away



How many left?

?

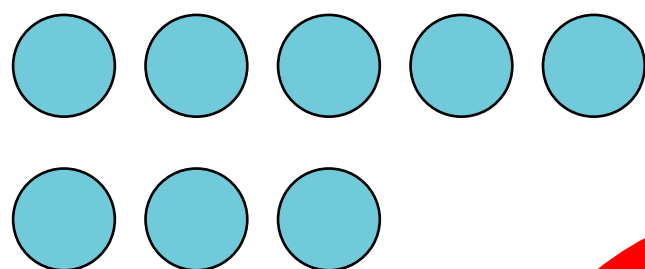
Build or point. Count to check.



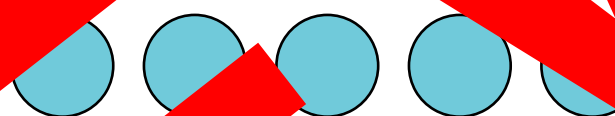
Answer 6

5. The 3 outside have been taken away.

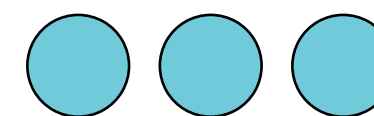
Start



Working left



Taken away



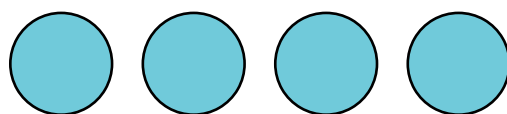
Take the taken-away counters outside Working.



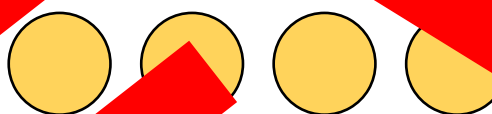
Question 7

There are 4. Take them all out. How many are left?

Start



Take all out



How many left?

?

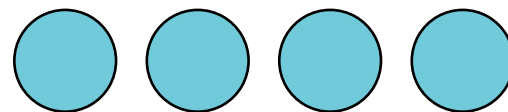
Build or point. Count to check.



Answer 7

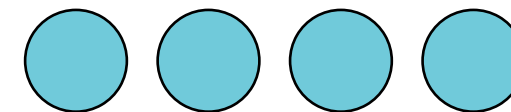
0. The working collection is complete.

Start



Working left

Taken away



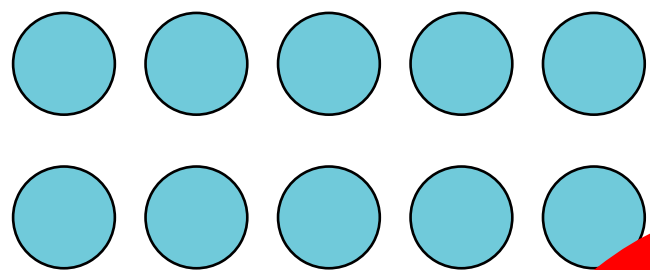
Take the taken-away counters outside Working.



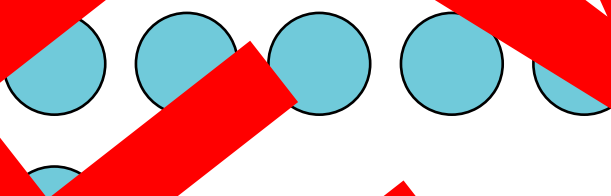
Question 8

10 counters. 4 are taken away. How many are left?

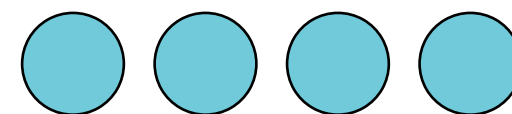
Start



Work



Taken away



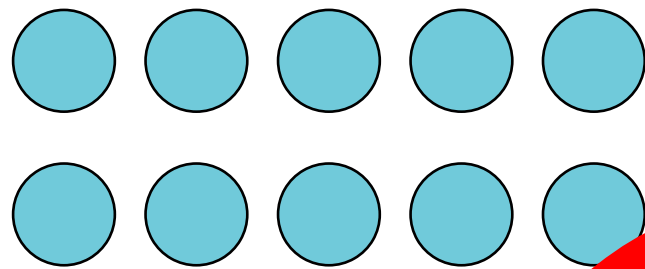
Build or point. Count to check.



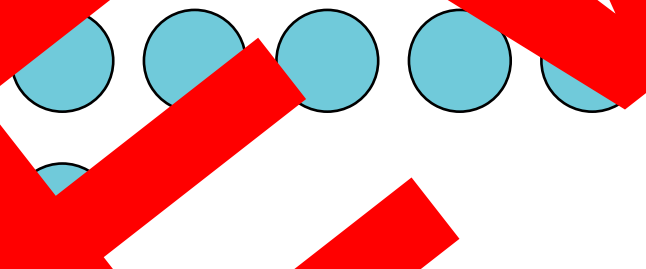
Answer 8

6. Count the 6 in the working collection.

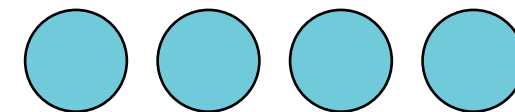
Start



Working left



Taken away



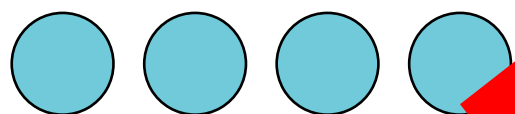
Take the taken-away counters outside Working.



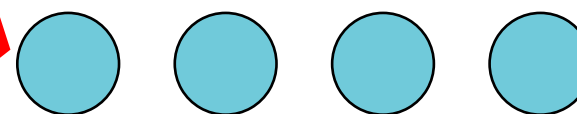
Question 1

The same 4 moved apart. How many now?

Before



Moved apart



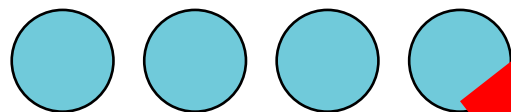
Build or point. Count to check.



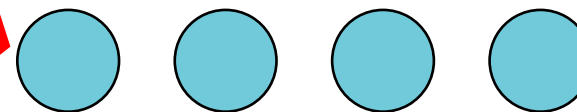
Answer d

4. None came in or went out.

Before



Moved apart



spacing changes. The number stays the same.



Question 10

There are 3. Put in none. How many now?

Start



Put

0

How many now?

?

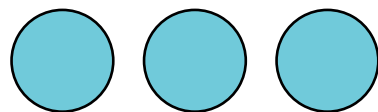
Build or point. Count to check.



Answer 10

3. Adding zero leaves the same

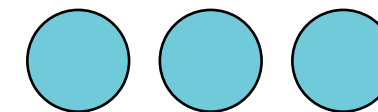
Start



Put

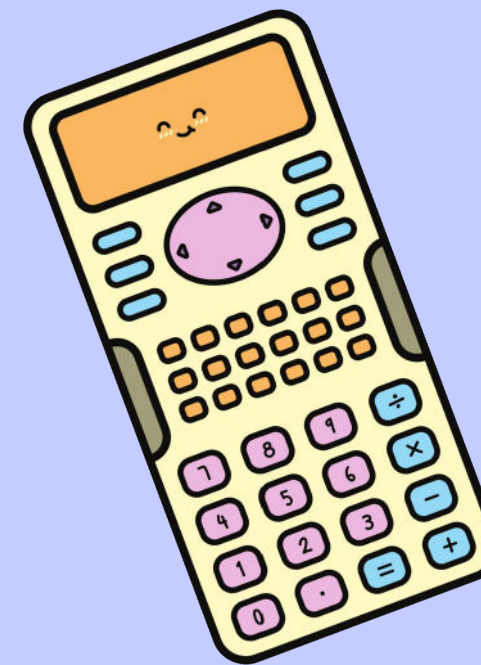
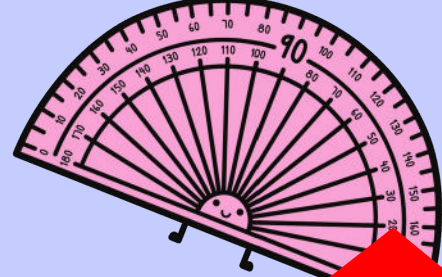
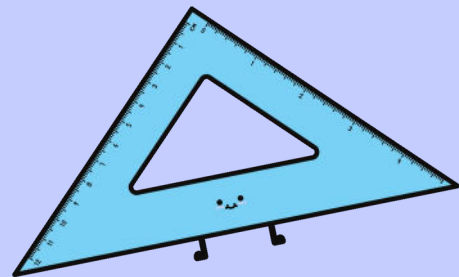
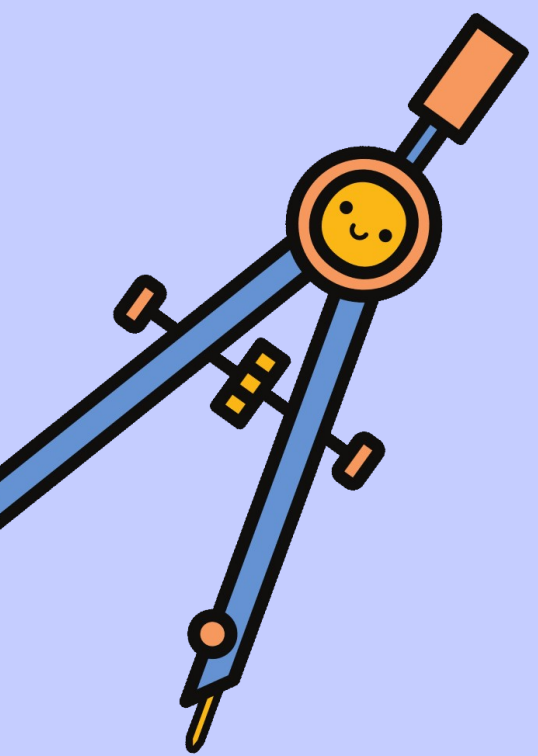
0

Now

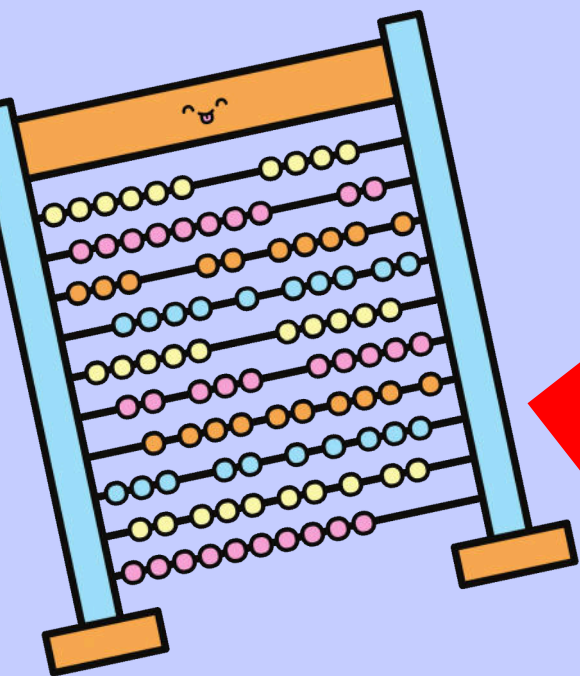


Touch each counter once to check.





Well done!



PREVIEW

