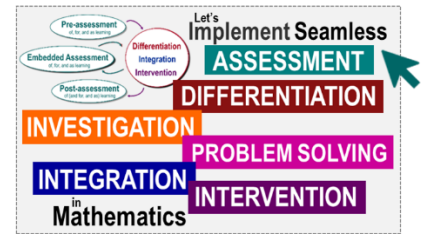


INTERVENTION

Addition and Subtraction 10s and Two-digit Numbers Bridging 100



Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Add and Subtract 10s and Two-digit Numbers using Place Value [page 2 - 3](#)

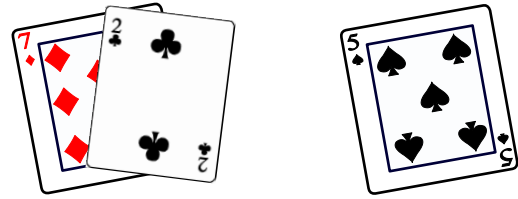
Progress Sheet [page 4](#)

Add 10s and two-digit numbers bridging 100

(Addition and Subtraction 16)

RESOURCES: playing cards, pencil, paper / Maths book

Select numbers that add to more than 100.



Record your number sentence. $78 + 50 =$

Place one number on a number line.



Place 100 and some ones on the number line.



Record a jump and how many you added to make 100 and some ones.

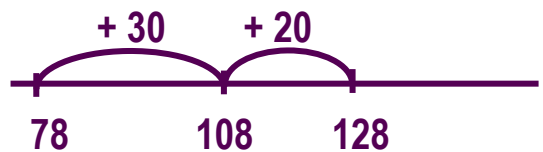


Show how you partitioned the number you are adding.

$$78 + 50 =$$

$$\begin{array}{c} / \quad \backslash \\ 30 + 20 \end{array}$$

Add the remaining part.



Reflection: How can we add tens and two-digit numbers bridging 100?

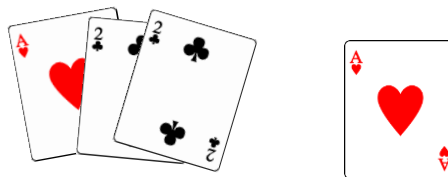


Subtract 10s from two-digit numbers bridging 100

(Addition and Subtraction 16)

RESOURCES: playing cards, pencil, paper / Maths book

Select numbers that subtract to less than 100.



Record your number sentence. $125 - 50 =$

Place one number on a number line.



Place 100 and some ones on the number line.



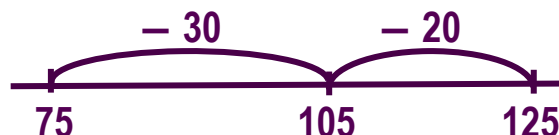
Record a jump and how many you subtracted.



Show how you partitioned the number you are subtracting.

$$125 - 50 =$$
$$20 + 30$$

Subtract the remaining part.



Reflection: How can we subtract bridging to 100 and some ones?

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									