

INTERVENTION

Add and Subtract Numbers
with Decimals

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 Decimals using Place Value, Compensation [page 2 - 3](#)

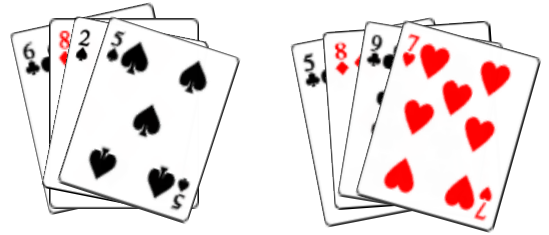
Progress Sheet [page 6](#)

Add Decimals using Place Value and Compensation

(Addition Subtraction 29 Fractions Decimals 32 Place Value 32)

RESOURCES:
playing cards,
pencil, paper /
Maths book

Select 2 four-digit numbers decimals with the 10s digits adding to more than 100, the 1s digits adding to more than 10, the tenths digits adding to more than 1, and the hundredths digits adding to more than a tenth to allow you to add using place value.



Record your number sentence. $68.25 + 58.97 =$

Add the 10s digits, bridging to 100 and some 1s, 10ths and 100ths.

$$68.25 + 58.97 =$$

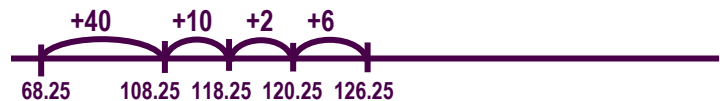
40+10



Add the 1s digits, bridging to 10s and some 10ths and 100ths.

$$68.25 + 58.97 =$$

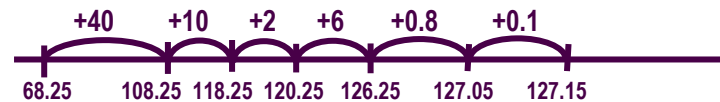
40+10
2+6



Add the 10ths, bridging to 1s and some 100ths.

$$68.25 + 58.97 =$$

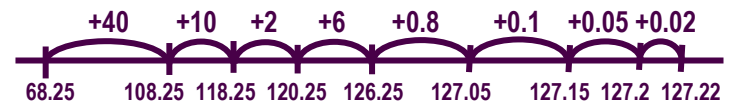
40+10
2+6
0.8+0.1



Add the 100ths, bridging to 10ths.

$$68.25 + 58.97 =$$

40+10
2+6
0.8+0.1
0.05+0.02



Add the numbers using compensation: $68.25 + 58.97 =$

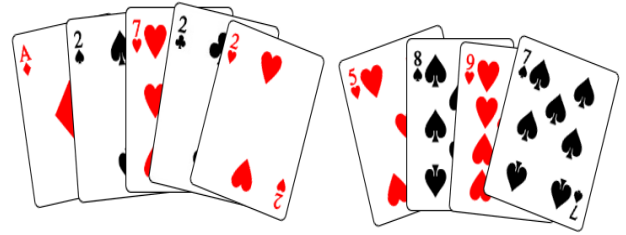
$$68.25 + 60 = 128.25$$

$$128.25 - 1.03 = 127.22$$

$$68.25 + 58.97 = 127.22$$

Reflection: How can we add numbers as decimals bridging place values and using compensation?

Select numbers decimals where the 10s digits, 1s digits, tenths digits and 1s digits in the number you are subtracting are larger than the 10s digits, 1s digits, tenths digits and 1s digits in the number you are subtracting from.



Record your number sentence. $127.22 - 58.97 =$

Subtract the 10 dollars, bridging to \$100.00s and some \$1s, 10 cents, and 1 cents.

$$127.22 - 58.97 =$$

$$\begin{array}{l} 20+30 \\ \diagdown \quad \diagup \\ 20+30 \end{array}$$



Subtract the dollars, bridging to \$10.00s and some 10 cents and 1 cents.

$$127.22 - 58.97 =$$

$$\begin{array}{l} 20+30 \\ \diagdown \quad \diagup \\ 20+30 \\ 7+1 \end{array}$$



Subtract the 10 cents, bridging to \$1s and some 1 cents.

$$127.22 - 58.97 =$$

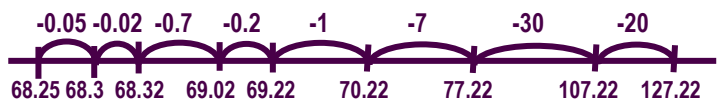
$$\begin{array}{l} 20+30 \\ \diagdown \quad \diagup \\ 20+30 \\ 7+1 \\ 0.2+0.7 \end{array}$$



Subtract the 1 cents, bridging to 10 cents.

$$127.22 - 58.97 =$$

$$\begin{array}{l} 20+30 \\ \diagdown \quad \diagup \\ 20+30 \\ 7+1 \\ 0.7+0.2 \\ 0.02+0.05 \end{array}$$



Subtract the numbers as money using compensation. $127.22 - 58.97 =$

$$127.22 - 60 = 67.22$$

$$67.22 + 1.03 = 68.25$$

$$127.22 - 58.97 = 68.25$$

Reflection: How can we subtract decimals bridging place values and using compensation?

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									
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