**Task:**

**Instructions**

**Pairs – with TA or T Working at ARE**

· Work in pairs to shuffle a pack of 1–20 cards.

· Take a card; say the number and 1 of the pair add 1 to the number while the other subtracts 1.

· Record the number sentence on a piece of paper, e.g. 15 + 1 = 16 and check with your partner if it is correct, including the symbols in the correct places.

· Record your subtraction number sentence, e.g. 15 – 1 = 14. Repeat and swap roles.

· Have number tracks or the pegged number line available for support if necessary for the children working at ARE.

**Rubric**

|  |  |
| --- | --- |
| · I can count add and subtract 1 (2) from a number up to 20. |  |
| · I can record this as a number sentence.  |  |

**Task:**

**Instructions**

**Pairs – with TA or T Working towards ARE**

· Work in pairs to shuffle a pack of 1–12 cards and take 1.

· Both say the number

· Then mark it on a number track.

· Discuss the number that is 1 more, and the number that is 1 less with each other.

· Share how they found this out.

· Write 1 more as an addition number sentence and 1 less as a subtraction number sentence.

· Example: 4 + 1 = 5, 4 – 1 = 3.

· Repeat.

**Rubric**

|  |  |
| --- | --- |
| · I can mark numbers on a number track and find 1 more and 1 less. |  |
| · I can record this as an addition/subtraction number sentence.  |  |

**Task:**

**Instructions**

**Pairs – Greater Depth**

· Work in pairs to shuffle a pack of 1–20 cards.

· Take a card; say the number and 1 of the pair add 1 to the number while the other subtracts 1.

· Record the number sentence on a piece of paper, e.g. 15 + 1 = 16 and check with your partner if it is correct, including the symbols in the correct places.

· Record your subtraction number sentence, e.g. 15 – 1 = 14. Repeat and swap roles.

· Have number tracks or the pegged number line available for support if necessary for the children working at ARE.

**Rubric**

|  |  |
| --- | --- |
| · I can count add and subtract 1 (2) from a number up to 20. |  |
| · I can record this as a number sentence.  |  |