

Open Ended Mathematics

Free Addition & Subtraction Worksheets

Possible Answers and Lesson Tips

Healthy Snack

Students are required to draw an equal number of strawberries and pears on each plate. The amount of strawberries and pears, as long as it is equal, students are required to write a number sentence next to each picture that explains how many strawberries, how many pears and how many pieces of fruit in total.

Example: A student might draw 5 strawberries and 5 pears. The number sentence is $5 + 5 = 10$.

Tip: Discuss the meaning of the word equal and talk about how this might remind students that their drawings on each plate need to be equal, while also reminding them to draw several pieces of fruit. The plus and equals sign are included as an example for students to have to record their number sentence next to their drawings. You may wish to remind your students to include other number sentences.

One Apple

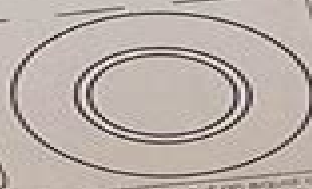
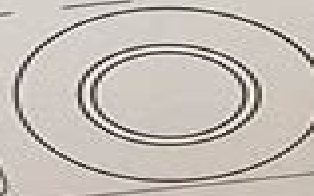
Students are required to write number sentences that have the 1 as the answer.

One Apple

Kelly gave some apples away to her friends at school. She was left with one apple to eat for herself. She wrote down how many she started with, how many she gave away and how many she had left. What number sentences might Kelly have written?

Healthy Snack

For a healthy snack, Mike put some strawberries and some pears on his plate. There was an equal amount of strawberries and pears. What might this look like? Draw a different number on each plate. Write a number sentence to match each picture for how many strawberries, how many pears and how many pieces of fruit in total.



LEARNING
SPROUTS

Maths Open Ended Tasks About Subtraction

David Costello



Maths Open Ended Tasks About Subtraction:

Mathematics Instruction: Goals, Tasks And Activities - Yearbook 2018, Association Of Mathematics Educators Pee Choon Toh, Boon Liang Chua, 2018-05-21 The book the tenth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore comprises 14 chapters written by renowned researchers in mathematics education The chapters offer mathematics teachers a cache of teaching ideas and resources for classroom instruction Readers will find various task design principles examples of mathematical tasks used in classrooms and teaching approaches to implement the tasks Through these discussions readers are invited to reflect and rethink their beliefs about mathematics teaching and learning in the 21st century and reexamine the tasks and activities that they use in the classroom in order to bring about positive impact on students learning of mathematics This book contributes towards literature in the field of mathematics education specifically on mathematics instruction and the design of mathematical tasks and activities Mathematical Problem Solving

Berinderjeet Kaur, Ban Har Yeap, Manu Kapur, 2009 This book is the first in the series of the yearbooks of the Association of Mathematics Educators in Singapore It is highly unique as it addresses a focused theme of mathematics education The chapters of the book illustrate the immense diversity within the theme and presents research that translates into classroom pedagogies The thirteen chapters of the book illustrate how mathematical problems may be crafted and infused in classroom teaching Several novel pedagogies such as learning mathematics through productive failure problem posing and generative activities are presented in the book The chapters are comprehensive and laden with evidence based examples for both mathematics educators and classroom teachers of mathematics The book is an invaluable contribution towards the already established field of research of mathematical problem solving It is also a must read for graduate research students and mathematics educators **Developing 21st Century Competencies In The Mathematics Classroom: Yearbook 2016, Association Of Mathematics Educators**

Pee Choon Toh, Berinderjeet Kaur, 2016-05-20 The aim of this book is to contribute towards literature in the field of mathematics education specifically the development of 21st century competencies amongst learners of mathematics The book comprising fourteen chapters written by renowned researchers in mathematics education provides readers with approaches and applicable classroom strategies to foster skills and dispositions that will enable learners to thrive in the fast changing and complex world that we live in today The chapters in the book can be classified into three broad themes The first is an examination of what is meant by 21st century competencies and how they can be developed within the context of the mathematics curriculum The second is an in depth discussion of evidence based practices aimed at fostering specific competencies like metacognition and reflective thinking critical thinking and communication skills The last and third theme is about teaching approaches that are likely to feature increasingly in the 21st century classroom for example flipped learning or the use of comics and storytelling *Mine the Gap for Mathematical Understanding, Grades 3-5* John SanGiovanni, 2016-09-16 Being an effective math educator is one part based on the quality of the tasks we give one

part how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our students misconceptions and incomplete understandings as much as their correct ones because it s the gap in their understanding today that holds the secrets to planning tomorrow s best teaching SanGiovanni lays out 180 high quality tasks aligned to the standards and big ideas of Grades 3 5 mathematics including addition and subtraction of multi digit whole numbers multiplication and division of single and multi digit whole numbers foundational fraction concepts foundational decimal concepts and operations with fractions and decimals The tasks are all downloadable so you can use or modify them for instruction and assessment Each big idea offers a starting task followed by what makes it a high quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks It s time to break our habit of rushing into re teaching for correctness and instead get curious about the space between right and wrong answers Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see

Classroom-Ready Rich Math Tasks, Grades K-1 Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Delise Andrews, Latrenda Knighten, Jeff Shih, 2021-04-20 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don t have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived Classroom Ready Rich Math Tasks for Grades K 1 details 56 research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow students to truly do mathematics Written with a strengths based lens and an attentiveness to all students this guide includes Complete task based lessons referencing mathematics standards and practices vocabulary and materials Downloadable planning tools student resource pages and thoughtful questions and formative assessment prompts Guidance on preparing launching facilitating and reflecting on each task Notes on access and equity focusing on students strengths productive struggle and distance or alternative learning environments With concluding guidance on adapting or creating

additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible

Math Trailblazers, 2003-07-25 Mathematics program integrating math science and language arts

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

Math in Action: Operation Activities 0-100 Teacher Created Resources, Inc, 2004-12

Teaching Mathematics Through Problem-Solving Akihiko Takahashi, 2021-03-31 This engaging book offers an in depth introduction to teaching mathematics through problem solving providing lessons and techniques that can be used in classrooms for both primary and lower secondary grades Based on the innovative and successful Japanese approaches of Teaching Through Problem solving TTP and Collaborative Lesson Research CLR renowned mathematics education scholar Akihiko Takahashi demonstrates how these teaching methods can be successfully adapted in schools outside of Japan TTP encourages students to try and solve a problem independently rather than relying on the format of lectures and walkthroughs provided in classrooms across the world Teaching Mathematics Through Problem Solving gives educators the tools to restructure their lesson and curriculum design to make creative and adaptive problem solving the main way students learn new procedures Takahashi showcases TTP lessons for elementary and secondary classrooms showing how teachers can create their own TTP lessons and units using techniques adapted from Japanese educators through CLR Examples are discussed in relation to the Common Core State Standards though the methods and lessons offered can be used in any country Teaching Mathematics Through Problem Solving offers an innovative new approach to teaching mathematics written by a leading expert in Japanese mathematics education suitable for pre service and in service primary and secondary math educators

Student Voice in Mathematics Classrooms around the World Berinderjeet Kaur, Glenda Anthony, Minoru Ohtani, David Clarke, 2013-09-06 The Learner s Perspective Study ascribes to the premise that the investigation of social practice within the mathematics classrooms must attend to the learners practice with at least the same priority as that accorded to the teachers practice In focusing on student voice within this partnership as enacted in many different guises across different cultures and socio political learning environments we hope that we will be better informed to understand the relationship between pedagogy and learning mathematics and between pedagogy and the empowerment of diverse learners Research findings from the

Learner's Perspective Study reported in this book and its companion volumes affirm just how culturally situated are the practices of classrooms around the world and the extent to which students are collaborators with the teacher complicit in the development and enactment of patterns of participation that reflect individual societal and cultural priorities and associated value systems. In this book we attend closely to this collaboration with our focus on the voice of the student. Collectively the authors consider how the deliberate inclusion of student voice can be used to enhance our understandings of mathematics classrooms of mathematics learning and of mathematics outcomes for students in classrooms around the world. The Learner's Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants. The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post-lesson video stimulated interviews and by test and questionnaire data and copies of student written material. In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city. The large body of complex data supports both the characterization of practice in the classrooms of competent teachers and the development of theory.

Math for All Linda Schulman Dacey, Jayne Bamford Lynch, 2007. *Math for All: Differentiating Instruction, Grades 3-5* is a must read for teachers, administrators, math coaches, special education staff, and any other educator who wishes to ensure that all children are successful learners of mathematics. This practical, research-based guide helps teachers understand how decisions to differentiate math instruction are made and how to use pre-assessment data to inform their instruction. pub desc

Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work® Sarah Schuhl, Mona Toncheff, Jennifer Deinhart, Brian Buckhalter, 2024-12-02. Discover how your collaborative team can ensure all students learn grade-level mathematics during Tier 1 and Tier 2 instruction. This valuable guide provides preK-12 teachers with ready-to-use tools and strategies to help students communicate using mathematical language and develop number sense, conceptual understanding, procedural fluency, mathematical reasoning, problem solving, and more. PreK-12 educators can use this book to collaborate with teams to build a shared understanding of essential mathematics standards. Ensure students learn grade-level mathematics during Tier 1 and Tier 2 instruction. Learn how to help students make connections to prior learning and why that matters. Create opportunities for students to reason through problems with their peers. Develop students' number sense, procedural fluency, and other key mathematics skills.

Contents: Introduction, Part 1: A Culture of Learning, Chapter 1: Work as a Collaborative Mathematics Team Focused on Student Learning, Chapter 2: Build a Community of Learners, Part 2: Mathematics Foundations, Chapter 3: Teach Grade or Course Level Content, Chapter 4: Connect to Prior Knowledge, Chapter 5: Develop Number Sense, Chapter 6: Focus on Problem Solving, Chapter 7: Develop Procedural Fluency, Part 3: Student Engagement, Chapter 8: Communicate Using Mathematical Language, Chapter 9: Grow Learning Through Student Discourse, Chapter 10

Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A
Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index **Mine the Gap for Mathematical Understanding, Grades K-2** John SanGiovanni, 2016-10-31 Being an effective math educator is one part based on the quality of the tasks we give one part how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our young learners misconceptions and incomplete understandings as much as their correct ones because it s the gap in their understanding today that holds the secrets to planning tomorrow s best teaching SanGiovanni lays out 160 high quality tasks aligned to the standards and big ideas of grades K 2 mathematics including counting and representing numbers number relationships and comparison addition and subtraction within 100 and 1000 money and time and multiplication and division The tasks are all downloadable so you can use or modify them for instruction and assessment Each big idea offers a starting task followed by what makes it a high quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks It s time to break our habit of rushing into re teaching for correctness and instead get curious about the space between right and wrong answers Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see *Primary Mathematics* Penelope Serow, Rosemary Callingham, Tracey Muir, 2016-06-20 This second edition encourages the integration of technology into a pedagogically sound learning sequence for primary mathematics *Solving Behavior Problems in Math Class* Jennifer Taylor-Cox, 2013-10-02 Reduce the number of discipline issues that arise in your math classroom with ideas from math education expert Jennifer Taylor Cox In this book you ll learn a variety of ways to handle disruptive disinterested avoidant and or disrespectful students in K 12 math classrooms Using realistic case by case examples the author reveals practical strategies for eliminating teacher student tensions related to power struggles bullying disengagement and more Messing Around with Math David Costello, 2024-01-02 This book is filled with a range of problems that support student understanding of key math concepts From word problems to open ended rich tasks to real world math problems you will have a toolbox that addresses the complex learning needs of your students Messing Around With Math provides problems that can be used at any point in the lesson whole group guided small group instruction or independent practice This resource will also help teachers develop their skills in crafting rich meaningful and engaging lessons Instead of endless searching for the right

problem for your students you will have a one stop shop Supporting Early Mathematical Development Caroline McGrath,2025-10-14 Supporting Early Mathematical Development is an essential text combining theory and practice to enable successful mathematical education for children from birth to 12 years This text considers how students academics parents and professionals can develop their mathematical thinking practice whilst acknowledging there will always be a road yet to travel we will always be practising the craft of teaching mathematics Charting the delivery of mathematical development in playgroups children s centres nurseries and primary schools the book promotes an effective pedagogy for mathematics This new edition provides a conceptualisation of mathematics and places a fresh emphasis on mathematical literacy to empower children New chapters include the following Mediators of Mathematical Thinking Understanding Pattern Pre Algebraic and Algebraic Thinking Naming Renaming and Processing Numbers Statistics Statistical Diagrams and Probability Measure Geometry Throughout the book Caroline McGrath navigates the complexity of teaching and learning mathematics through careful thought and consideration of mediators of mathematical thinking This supportive book is designed for educators who want to know how to reconstruct mathematical ideas with children and respond in the moment Returning to the root of understanding using the adaptive pedagogical style recommended in this text you can create satisfying mathematical experiences for children Scott Foresman-Addison Wesley Mathematics ,2006-07-14 Scott Foresman Addison Wesley Mathematics Diamond Edition c 2008 components for Grade 2 *Visible Thinking in the K-8 Mathematics Classroom* Ted H. Hull,Don S. Balka,Ruth Harbin Miles,2011-01-21 This book is a crucial tool for meeting NCTM mathematical content and process standards Through the useful problems and strategies presented within teachers will definitely know how well their students will comprehend If comprehension is an issue in your class this book is a must have Therese Gessler Rodammer Math Coach Thomas W Dixon Elementary School Staunton VA Seeing is believing with this interactive approach to math instruction Do you ever wish your students could read each other s thoughts Now they can and so can you Veteran mathematics educators Ted Hull Don Balka and Ruth Harbin Miles explain why making students thought processes visible is the key to effective mathematics instruction Their newest book contains numerous grade specific sample problems and instructional strategies for teaching essential concepts such as number sense fractions and estimation Among the many benefits of visible thinking are Interactive student to student learning Increased class participation Development of metacognitive thinking and problem solving skills Helpful features include vignettes relevant word problems classroom scenarios sample problems lesson adaptations and easy to follow examples of each strategy in action The authors also explain how students can demonstrate their thinking using calculators and online tools The final chapter outlines steps math leaders can take to implement visible thinking and maximize mathematics comprehension for all students 50 Leveled Math Problems Level 1 Linda Dacey,2012-04-01 It includes 50 leveled math problems 150 problems total an overview of the problem solving process and ideas for formative assessment of students problem solving abilities It also includes 50 mini

lessons and a student activity sheet featuring a problem tiered at three levels plus digital resources that include electronic versions of activity sheets. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction.

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