# I SEE REASONING YEAR 2

Tasks tomspire mathematical thinking

Different Ways

Make 34p
Use 10p and 1p coins
Do in different ways

) o in onleron.
The Gaps:

18. 50...

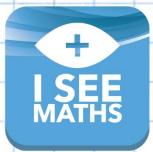
16 + 5 = 23

5 + 18 =

14+19=

A tree is part of...

... is a part of a tree

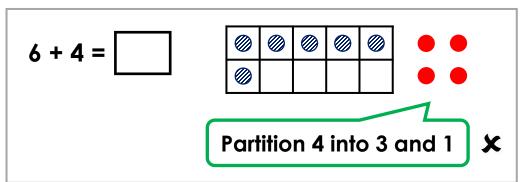


BY GARETH MET(ALFE

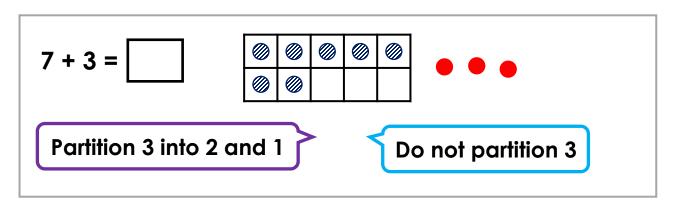
Available for digital download



# **Explain the Mistakes**



# Which Answer?



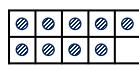


## **Read the Pictures**

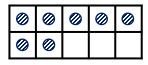
Partition 3 into and



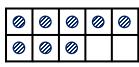
Partition 4 into and



Partition 4 into and and

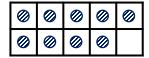


Partition 5 into and





Partition 3 into and



Partition 6 into and



and

Partition 4 into and



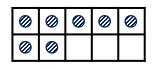
Partition 5 into

0





Partition 6 into and



Partition 5 into

0







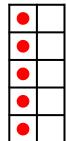
## **Finish the Pictures**



0	0	0	0	0
0	0			

0	0	0	0	0
0	0	0		

# **Different Ways**

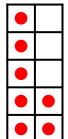


I did double

# **Explain**

I made a 10





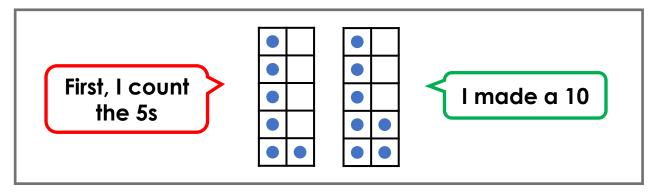
l used a doubles fact



# **Different Ways**

How many dots?

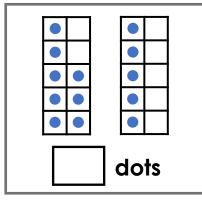
No counting!

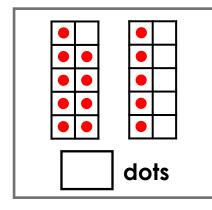


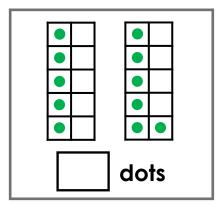
Move one dot

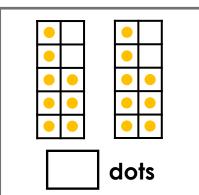
Count the gaps

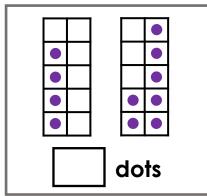
## **Explain** How many dots? No counting!

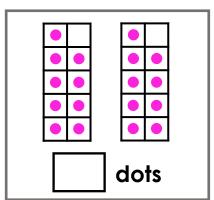








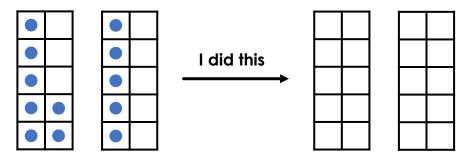






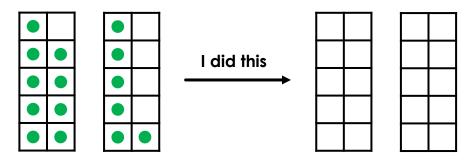
I SEE MATHS

Move the dots to make the question easier.



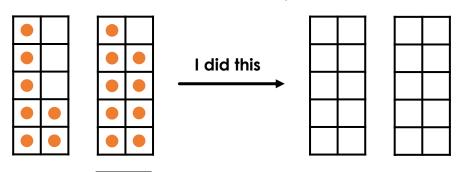
# **Explore**

Move the dots to make the question easier.



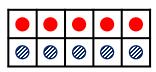
# **Explore**

Move the dots to make the question easier.

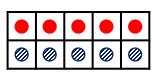


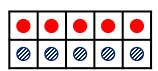


## **Read the Pictures**

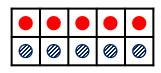


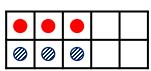
<b>Ø</b>		

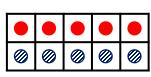


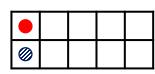


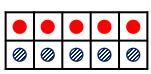
# **Read the Pictures**

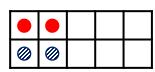






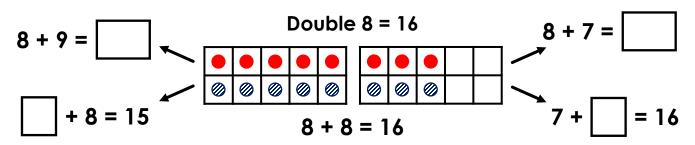








#### I know... so...



## **Small Difference Questions**

$$6 + 6 =$$

$$7 + 7 =$$

$$7 + 7 =$$

$$6 + 7 =$$

$$8 + 6 =$$

$$5 + 9 =$$

## **Small Difference Questions**

$$5 + 5 =$$

$$6 + 6 =$$

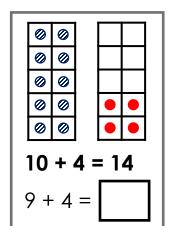
$$7 + 7 =$$

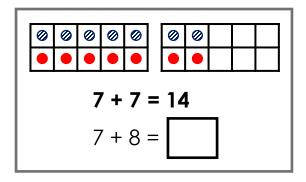
$$5 + 7 =$$

$$7 + 9 =$$

$$8 + 6 =$$







## I know... so...

$$5 + 5 = 10$$

$$10 + 6 = 16$$

$$2 + 8 = 10$$

# **Small Difference Questions**

$$10 + 3 =$$

$$6 + 6 =$$

$$7 + 3 =$$

$$9 + 3 =$$

$$6 + 7 =$$

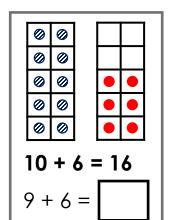
$$4 + 7 =$$

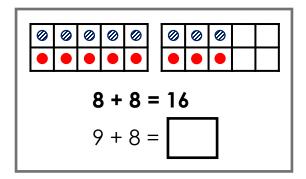
$$9 + 5 =$$

$$6 + 8 =$$

$$5 + 6 =$$







## I know... so...

$$9 + 9 = 18$$

$$7 + 5 = 12$$

$$3 + 7 = 10$$

# **Small Difference Questions**

$$7 + 3 =$$

$$7 + 7 =$$

$$9 + 6 =$$

$$8 + 7 =$$

$$7 + 5 =$$

$$8 + 6 =$$

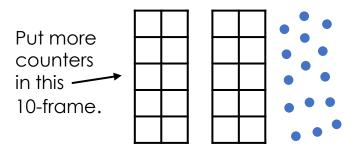
$$9 + 6 =$$

$$8 + 4 =$$



# **How Many Ways?**

Put 15 counters on two 10-frames.



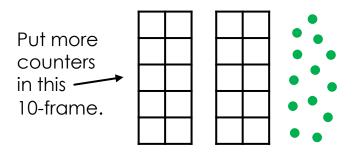
Level 1: Find one way

Level 2: Find different ways

Level 3: Find all the ways

# **How Many Ways?**

Put 13 counters on two 10-frames.



Level 1: Find one way

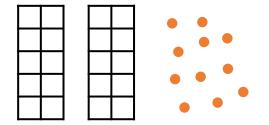
Level 2: Find different ways

Level 3: Find all the ways

## **Extend**

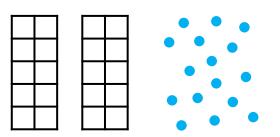
#### **Question A:**

Put 11 counters on two 10-frames.



#### Question B:

Put 16 counters on two 10-frames.



Which question has more answers?

Question A

OR

Question B

## Which Answer?

10 is more than 8

12 is less than 14

## **Small Difference Questions**

Use < = >

# **Small Difference Questions**

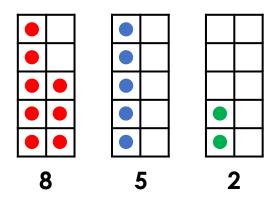
Use < = >

# **Explain**

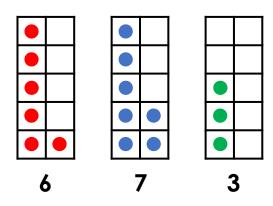
Answer each question. Which question has more answers?



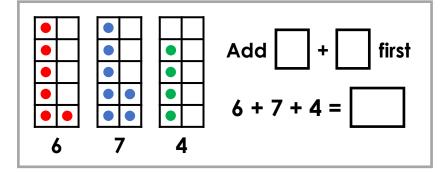
## Read the Picture

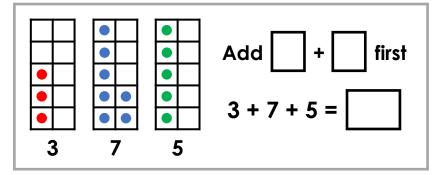


## Read the Picture

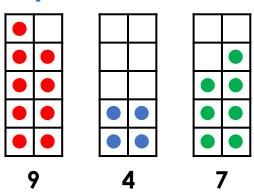


# **Explain**





# **Explain**

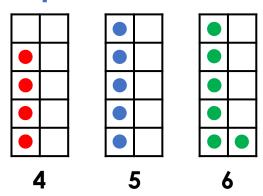


First, add... and...

Move the dots to make...

My way is to...

# **Explain**

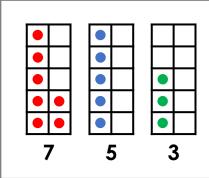


First, add... and...

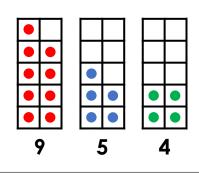
Move the dots to make...

My way is to...

#### **Read the Pictures**



My method:



My method:

Example:

$$4 + 4 = 8$$

$$4 + 3 + 1 = 8$$

$$3 + 7 = 10$$

$$6 + 5 = 11$$

# **Explain the Mistake**

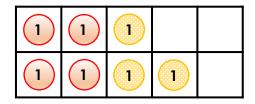
Answer using three of the digits:

# **How Many Ways?**

Answer using three of the digits:

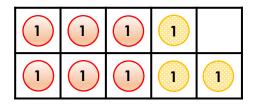
Order the digits from largest to smallest in your answers.

- Level 1: Find an answer
- **Level 2:** Find different answers
- Level 3: Find all the answers

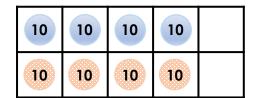


10	10	10		
10	10	10	10	

## I know... so...



# **Spot the Difference**

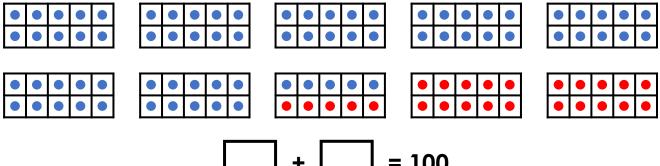


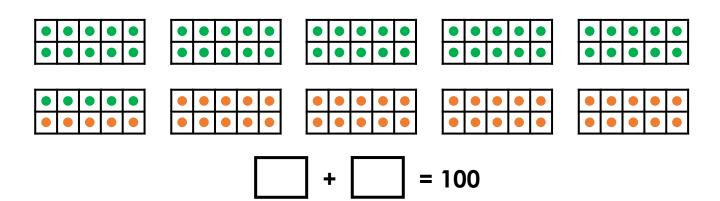
# **Spot the Difference**

10	10	10	10	
10	10	10		

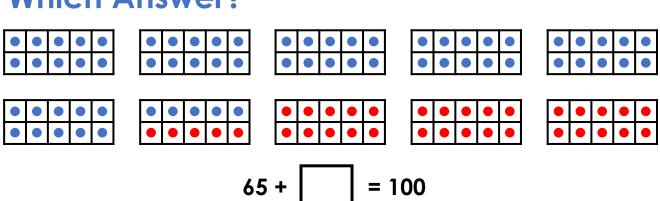


#### Read the Pictures





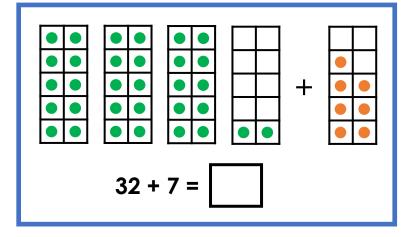
#### Which Answer?

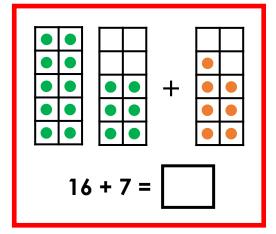


**35** 

45

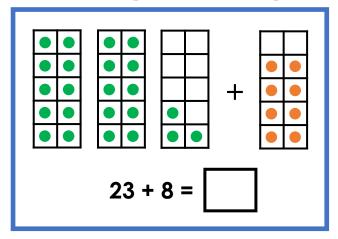


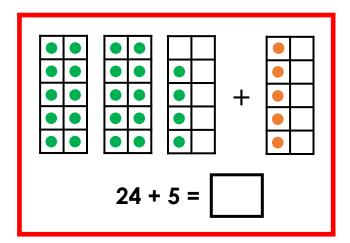




Which question was harder? Why?

# Rank by Difficulty





Which question was harder? Why?

# **Different Ways**

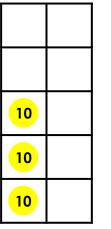
Fill in the two missing digits. There are three possible answers.

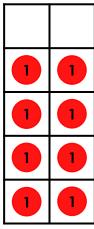
10		
10		
10	10	
10	10	
10	10	

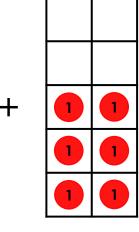
1	
1	

1	1
-	

+

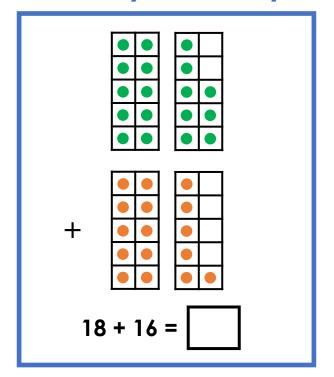


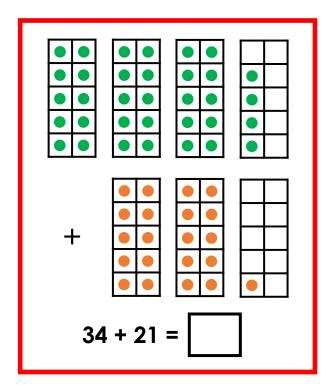




Which question was **harder:** 83 + 6 OR 38 + 6 Explain why.

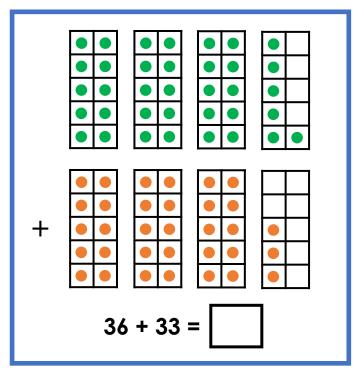


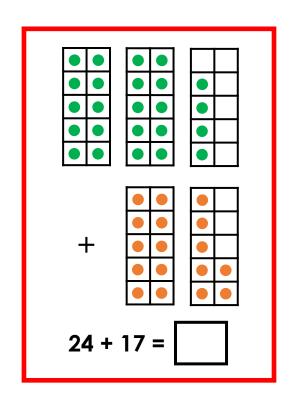




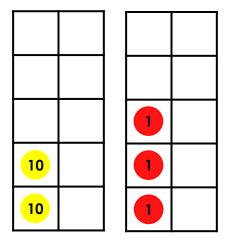
Which question was harder? Why?

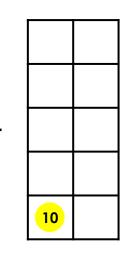
# Rank by Difficulty





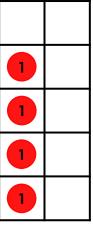


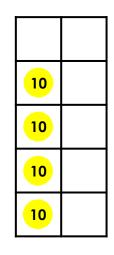


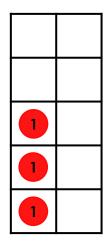


1	
-	
-	
<b>-</b>	<b>-</b>
1	1

10	
10	1
10	1
10	1
10	1







Which question was harder: 23 + 19 OR 54 + 43 Explain why.

## **Small Difference Questions**

Fill the gaps. Use each digit:

\_ + \_ = \_ \_

1 3

5 8

Fill the gaps. Use each digit:

\_\_\_\_ + \_\_\_ = \_\_\_\_\_

1 2

3

8

**Extend:** Compare your answers. What is the same?

# **Different Ways**

Complete using these digits: 3 4 5

Extend: Answer in a different way.

+ = 100

# **Different Ways**

Complete using four of these digits: 1 2 4

Extend: Which digit is not used? Why?



# **How Many Ways?**

Complete using **four** of these digits:

3

**Level 1:** Find one way

**Level 2:** Find different ways

Level 3: Find all the ways

Extend: Which digit is always in

the same place? Why?

# **How Many Ways?**

**Task 1:** Complete using **three** of these digits: **2** 

**Task 2:** Complete using the digits:

Level 1: Find one way

Level 2: Find different ways

**Level 3:** Find all the ways

**Extend:** Compare your answer for

Task 1 and Task 2. What is the same?



# I SEE REASONING – Y2 Answers and Guidance

#### Selected Questions

#### Addition, page 5:

**Different Ways:** Use counters in 10-frames to model thinking.

**Explain:** Use counters in 10-frames to model non-counting strategies, draw out different strategies (make 10, near doubles, count the gaps).

#### Addition, page 6:

**Explore:** Use counters in 10-frames to model thinking, children draw how they moved the dots (e.g. 7+5 = 10+2).

#### Addition, page 8:

**Small Difference Questions:** Children identify related facts (I know 6+7 is one less than double 7) or explain identical answers (6+8=5+9). To extend, children write another question for each sequence.

#### Addition, page 9:

**Small Difference Questions:** Children identify related facts (I know 7+4 is one more than 7+3) or explain identical answers (7+4=4+7). To extend, children write another question for each sequence.

#### Addition, page 10:

**Small Difference Questions:** Children identify related facts (I know 8+7 is one more than double 7) or explain identical answers (8+7=9+6). To extend, children write another question for each sequence.

#### Addition, page 11:

**How Many Ways?** 3 ways: 10 and 5 9 and 6 8 and 7

How Many Ways? 4 ways: 10 and 3 9 and 4 8 and 5 7 and 6

**Extend:** A has 10 answers: 10 & 1 9 & 2 8 & 3 7 & 4 6 & 5 (reversals).

B has 5 answers: 10 & 6 9 & 7 (reversals) 8 & 8

Fewer counters gives more possible answers. To extend, children can try the same question with different numbers of counters.

#### Addition, page 12:

Which Answer? Red is correct.

**Explain:** Left: 0, 1, 2, 3 or 4 Middle: 5 Right: 6 or more



# I SEE REASONING – Y2 Answers and Guidance

#### Selected Questions

#### Addition, page 13:

**All questions:** Start by adding the number bond to 10. Questions can be modelled using counters in 10-frames.

#### Addition, page 14:

**Explain:** Children explore different possible methods e.g. 10+3+7

**Explain:** Children explore different possible methods e.g. 4+6+5 5+5+5

**Read the Pictures:** Possible methods: 7+3+5 7+8

Possible methods: 9+9 10+4+4

#### Addition, page 15:

**I know... so...** Different possible answers, children partition one number e.g. 6+5=1+5+5

**Explain the Mistake:** Two 1s are used (must use three of the digits).

How Many Ways? 4 answers: 7+2+1 6+3+1 5+4+1 5+3+2

#### Addition, page 18:

**Rank by Difficulty:** Children may think a question is harder if the answer is larger; they may find it harder if the ones values add to more than 10.

**Different Ways:** 23 + 7 = 30 23 + 8 = 31 23 + 9 = 32

#### Addition, page 19:

**Rank by Difficulty:** 83 + 6 has a larger sum. For 38 + 6, the ones values border to the next 10 (which can be more difficult).

#### Addition, page 20 and 21:

**Rank by Difficulty (all questions):** Children may think a question is harder if the answer is larger; they may find it harder if the ones values add to more than 10.

#### Addition, page 22:

**Small Difference Questions:** 8 + 5 = 13 18 + 5 = 23 (same ones values)

**Different Ways:** 53 + 47 = 100 57 + 43 = 100

**Different Ways:** 74 + 26 = 100 24 + 76 = 100 1 is not used as 9 is needed for bond to 10 and 8 needed if used in tens column.



# I SEE REASONING - Y2 Answers and Guidance

Selected Questions

Addition, page 23:

**How Many Ways?** 6 ways: 9+7=16 9+4=13 7+6=13 (reversals)

**How Many Ways?** Task 1: 9+6=15 or 9+3=12

Task 2: 4 ways: 29+6=35 26+9=35 59+3=62 53+9=62