

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

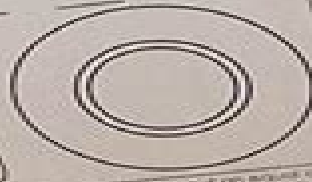
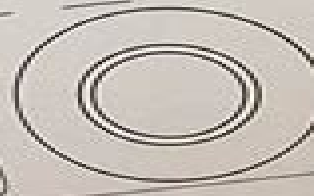
Students are required to write number sentences that have the 1 as the first number.

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

Sharon L. Senk, Denisse R. Thompson



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 *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 **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

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

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

Standards-based School Mathematics Curricula Sharon L. Senk, Denisse R. Thompson, 2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research

2024-25 CTET/TET Class 1 to V Mathematics Solved Papers YCT Expert Team , 2024 25 CTET TET Class 1 to V Mathematics Solved Papers 864 1495 E This book contains 173 sets of the previous year s papers and 5190 objective questions

Excel a Parent's Guide to Primary English and Mathematics, Years K-6 Ages 4-12 Merryn Whitfield, 2003

Scott Foresman-Addison Wesley Mathematics , 2006-07-14 Scott Foresman Addison Wesley Mathematics Diamond Edition c 2008 components for Grade 2

Helping Children Learn Mathematics, 5th Australian Edition Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa

Fanshawe, Mark Gronow, 2025-10-10 *Mathematics for Elementary Teachers* Gary L. Musser, Blake E. Peterson, William F. Burger, 2013-10-07 This book establishes a solid math foundation for future teachers Thoroughly revised with a clean engaging design the new Tenth Edition of Musser Peterson and Burger's best selling textbook focuses on one primary goal helping students develop a deep understanding of mathematical concepts so they can teach with knowledge and confidence The components in this complete learning program from the textbook to the e Manipulative activities to the Children's Videos to the online problem solving tools resource rich website and Enhanced WileyPLUS work in harmony to help achieve this goal WileyPLUS sold separately from text Real Math Intervention Support Guide Grade 4 Willoughby, 2006-02 **Helping Children Learn Mathematics** Robert E. Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2008-12-15 The ninth edition of this best selling elementary math methods textbook continues the rich history of this book with a dash of new breath and a new contemporary design It has been updated to reflect current recommendations readings and practices while maintaining the characteristics and features that have made it a popular choice of instructors This new edition remains an invaluable text for students who are being introduced to teaching elementary mathematics In addition its depth also makes it appropriate for teachers to use as they continue to learn about teaching mathematics Publsiher's website **The Complete Sourcebook on Children's Software** Children's Software Review, 2001-03 5000 critical reviews of CDs videogames smart toys for ages 1 to 16 **Journal for Research in Mathematics Education**, 2015 Creative Teaching of Mathematics in the Elementary School Alvin M. Westcott, 1978 **Guiding Children's Learning of Mathematics** Leonard M. Kennedy, Steven Tipps, 2000 This text is a thorough and practical guide to teaching pre school through 6th grade level mathematics for the pre service and in service elementary school teacher Kennedy and Tipps have perfected a combination math methods resource book that is consistent with the 2000 National Council of Teachers of Mathematics NCTM Standards **Teaching Children Mathematics**, 2008-08 Riverside Mathematics Siegfried Haenisch, 1985 The Software Encyclopedia 2000 Bowker Editorial Staff, 2000-05

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Table of Contents Maths Open Ended Tasks About Subtraction

1. Understanding the eBook Maths Open Ended Tasks About Subtraction
 - The Rise of Digital Reading Maths Open Ended Tasks About Subtraction
 - Advantages of eBooks Over Traditional Books
2. Identifying Maths Open Ended Tasks About Subtraction
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Maths Open Ended Tasks About Subtraction
 - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Open Ended Tasks About Subtraction
 - Personalized Recommendations
 - Maths Open Ended Tasks About Subtraction User Reviews and Ratings
 - Maths Open Ended Tasks About Subtraction and Bestseller Lists
5. Accessing Maths Open Ended Tasks About Subtraction Free and Paid eBooks
 - Maths Open Ended Tasks About Subtraction Public Domain eBooks
 - Maths Open Ended Tasks About Subtraction eBook Subscription Services
 - Maths Open Ended Tasks About Subtraction Budget-Friendly Options

6. Navigating Maths Open Ended Tasks About Subtraction eBook Formats
 - ePub, PDF, MOBI, and More
 - Maths Open Ended Tasks About Subtraction Compatibility with Devices
 - Maths Open Ended Tasks About Subtraction Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Maths Open Ended Tasks About Subtraction
 - Highlighting and Note-Taking Maths Open Ended Tasks About Subtraction
 - Interactive Elements Maths Open Ended Tasks About Subtraction
8. Staying Engaged with Maths Open Ended Tasks About Subtraction
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Maths Open Ended Tasks About Subtraction
9. Balancing eBooks and Physical Books Maths Open Ended Tasks About Subtraction
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Maths Open Ended Tasks About Subtraction
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Maths Open Ended Tasks About Subtraction
 - Setting Reading Goals Maths Open Ended Tasks About Subtraction
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Maths Open Ended Tasks About Subtraction
 - Fact-Checking eBook Content of Maths Open Ended Tasks About Subtraction
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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