



INSTRUCTIONAL GUIDANCE: ADDITION & SUBTRACTION

Explicit instruction routines

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Learning intention

We are learning to use number relationships to solve and recall addition and subtraction facts.

Success criteria

- I can use materials or representations to show an addition or subtraction problem.
- I can explain how the parts and whole are related.
- I can use efficient strategies, such as counting on, making ten, doubles, near doubles, and fact families.
- I can say or write a matching number sentence.
- When I am accurate, I can practise facts so I can recall them more fluently.

Using these routines

This guidance is linked to the Year 1 Number Facts Addition and Year 1 Number Facts Subtraction subtests, so it will not be flagged as a classwide recommendation for Foundation students.

The number operations task for Foundation is Decomposition. Foundation teachers should use the Decomposition guidance as the main recommendation for early number operations, but may also find this addition and subtraction guidance useful for extending students who are ready.

Explicit Instruction Guidance

Explicit Instruction Guidance Context and Presentation	Teacher Modelling	Guided Practice / Correction Routine	Supported Independent Practice
Understanding the equals sign and missing parts Display equal and unequal sets using counters, marks, ten-frames, or simple drawings. Then present a missing-part problem, such as $4 + \underline{\quad} = 6$. 	"Equal means both sides have the same value." Show two equal sets, such as 3 and 3. "Both sides have 3, so they are equal. I can write the equals sign." Then show $4 + \underline{\quad} = 6$ with marks or counters. "The equals sign tells me both sides must have the same value. This side has 4. This side needs to equal 6. I need 2 more. So, 4 add 2 is equal to 6."	Display $3 + \underline{\quad} = 5$ with counters or marks. Ask: "Are the two sides equal yet? How many more do we need to make 5?" Students add the missing part and say: "3 add 2 is equal to 5." Correction: If students place the equals sign between unequal sets, return to comparing both sides: "This side has _____. This side has _____. Are they the same value?" If students give the wrong missing part, count on or build the missing amount: "We have 3. Count on to 5: 4, 5. We added 2."	Students complete similar missing-part problems using counters, marks, ten-frames, or mini-whiteboards. Prompt: "Are the sides equal yet?" "How many more are needed?" "What number goes in the box?" "Can you write the number sentence?" Fade from concrete sets to drawings, then to numeral-only equations when students are accurate.
Adding 1 by counting on Display facts such as $6 + 1 = \underline{\quad}$ with a number track, number path, fingers, or ten-frame available.	"When we add 1, we say the next number in the counting sequence." Display $6 + 1$. "I start with 6. I add one more. The next number after 6 is 7. So, 6 add 1 is equal to 7." Show this on a number track or by adding one counter.	Display $8 + 1 = \underline{\quad}$. Ask: "What number do we start with? What is the next number?" Students respond: "The next number after 8 is 9. 8 add 1 is equal to 9." Correction: If students give the wrong next number, check on the number track: "Here is 8. The next number after 8 is 9. So, 8 add 1 is equal to 9."	Students practise +1 facts within the taught range using number tracks, fingers, mini-whiteboards, or numeral-only cards. Prompt: "What number do you start with?" "What is the next number?" "Say the whole number sentence." Once accurate, use brief daily review to build fluent recall of +1 facts.
Connecting part-whole relationships to addition and subtraction facts 	"The whole is 4. The parts are 3 and 1." Show the partner card or representation. "3 and 1 make 4. This matches the number sentence 3 plus 1 is equal to 4." Rotate or reverse the parts. "1 plus 3 is also equal to 4." Cover one part. "If I start with 4 and take away 3, there	Show the same part-whole representation. Ask: "What are the parts? What is the whole? What addition sentence matches? What subtraction sentence matches?" Students say the matching facts. Correction: If students confuse addition and subtraction, clarify the	Students match partner cards, finger representations, or dot patterns to addition and subtraction fact cards. Students read the matching number sentences to a partner: "____ plus ____ is equal to ____." "____ take away ____ is equal to ____." Fade from



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Use partner cards, dot patterns, fingers, counters, or part-part-whole mats to show related facts, such as $3 + 1 = 4$, $1 + 3 = 4$, $4 - 3 = 1$, and $4 - 1 = 3$.	is 1 left. 4 take away 3 is equal to 1."	action: "Addition puts parts together. Subtraction starts with the whole and takes a part away." If students mismatch a number and a quantity, point to the dots and the numerals at the same time.	visible parts to covered or missing parts, then to number sentences.
Make-ten for addition within 20  Display facts such as $8 + 7$ or $9 + 6$ using two ten-frames and counters.	"When one number is close to 10, we can break apart the other number to make 10 first." Display $8 + 7$. "8 needs 2 more to make 10. I can break 7 into 2 and 5. I move 2 to make 10. There are 5 left. 10 and 5 is 15. So, 8 add 7 is equal to 15."	Display $9 + 6$. Ask: "How many more does 9 need to make 10? How can we break 6? What is 10 and the rest?" Students respond: "9 needs 1 more. 6 breaks into 1 and 5. 10 and 5 is 15." Correction: If students break apart the second addend incorrectly, return to the ten-frame: "The frame has ____ empty space/s, so we need ____ to make 10. Now break the other number into ____ and ____."	Students solve make-ten facts using ten-frames with counters, then ten-frame drawings, then numeral-only equations. Prompt: "How many more to make 10?" "How will you break apart the other number?" "What is 10 and the rest?" Once accurate, include a small set of make-ten facts in brief review routines.
Using efficient strategies beyond counting-by-ones Display facts suited to a taught strategy, such as doubles, near doubles, count-on, count-back, count-up for difference, or tens-and-ones reasoning.	"I want to solve this efficiently. I will think about a fact or relationship I already know." Example: $6 + 7$. "I know $6 + 6 = 12$. 7 is one more than 6, so $6 + 7$ is one more than 12. That is 13." Example: $9 - 6$. "I can count up from 6 to 9 to find the difference: 7, 8, 9. That is 3 counts, so 9 take away 6 is 3."	Display a similar fact. Ask: "What do you already know that could help? Is this a double, near double, make-ten, count-on, or count-up problem?" Students explain the strategy before giving the answer. Correction: If students revert to inefficient counting-by-ones when a taught strategy is available, model the efficient relationship again and have students repeat the strategy sentence.	Students sort or solve facts by strategy type, then explain one or two examples orally or on mini-whiteboards. Prompt: "What strategy did you use?" "What known fact helped?" "Can you say the whole number sentence?" As students become accurate, move from strategy explanation to brief fluency practice and cumulative review.
Cover-Copy-Compare for accurate rehearsal of taught facts Use after students have been explicitly taught a small fact set or strategy, but still need support to respond accurately. Display a small set of correctly completed facts, such as +1 facts or a related fact family.	"First I read the number fact: 7 add 1 is equal to 8." "Now I cover it. I will write it from memory: 7 add 1 is equal to 8." "Now I compare my answer with the model. It matches, so I keep going." If modelling an error: "My answer does not match. I correct it straight away by copying the correct fact and reading it again."	Students complete one fact at a time: look, cover, write, compare, correct. Ask: "Did your fact match the model?" "If it did not match, what do you need to correct?" Correction: If students repeatedly copy inaccurately or cannot recall the fact after covering, reduce the fact set and return to the representation or strategy. "Let's show this fact again first. 7 add 1 means the next number after 7. The next number is 8."	Students practise a small set of already-taught facts using Cover-Copy-Compare. They check each response against the model and correct errors immediately. Use this routine to build accurate responding before moving the same fact set into faster fluency practice such as choral response, audio-paced practice, or explicit timing.