

Mobile phone addition and subtraction

Name _____

Date _____



Sammy bought a £10 top up and got 300 free texts.

The table shows how many of those texts she used in a week.

Day	Mum	Boyfriend	Best Friend	Other	Total Used
Mon	5	9	12	2	
Tues	3	11	8	4	
Weds	7	15	6	9	
Thu	2	7	5	18	
Fri	16	9	11	7	
Sat	2	23	18	35	
Sun	0	0	0	0	

- How many texts did she use each day?
- How many did she have left at the end of the week?
- What do you think happened on Sunday?

Mobile phone addition and subtraction

Name _____

Date _____



Jordan bought a £20 top up and got 180 evening and weekend minutes.

The table shows the evening and weekend minutes he used that week.

Day	Mum	Girlfriend	Best Friend	Other	Total Used
Mon	10	30	15	17	
Tues	9	16	23	14	
Weds	7	18	8	35	
Thu	4	16	15	18	
Fri	11	22	6	7	
Sat	0	6	12	9	
Sun	4	26	7	21	

- How many minutes did he use each day?
- His weekly total was _____
- When did he run out of credit?
- How much more credit did he have to buy?

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Curriculum mapping and teaching notes



Adult Numeracy

N1/E2.3 Add and subtract two-digit whole numbers

N1/E2.4 Recall addition and subtraction facts to 10

N1/E2.7 Solve problems with and without a calculator, and interpret + - x and = in practical situations

HD1/E2.1 Extract numerical information from lists, tables, simple diagrams and bar charts

Functional Mathematics

This resource is ideal for underpinning several Functional Maths coverage and range statements – particularly at Entry Level 2. *Highlighting indicates the main skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.* However, in Functional Maths it is the process skills that are assessed. These are key to successful Functional Maths learning and must always be developed and stressed during teaching.

Skill Standards (Entry Level 2 process skills)		
Representing – selecting the mathematics and information to model a situation <ul style="list-style-type: none">understand simple practical problems in familiar contexts and situationsselect basic mathematics to obtain answers	Analysing – processing and using mathematics <ul style="list-style-type: none">use basic mathematics to obtain answers to simple given practical problems that are clear and routinegenerate results to a given level of accuracyuse given checking procedures	Interpreting – interpreting and communicating the results of the analysis <ul style="list-style-type: none">describe solutions to simple given practical problems in familiar contexts and situations
Coverage and Range (C&R) statements (indicative only)		
C&R statements are <i>an indication of the type of mathematical content</i> learners are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and Adult Numeracy standards.		
Entry Level 2		
<ul style="list-style-type: none">understand and use whole numbers with up to two significant figuresunderstand and use addition/subtraction in practical situationsuse doubling and halving in practical situationsrecognise and use familiar measures, including time and money	<ul style="list-style-type: none">recognise sequences of numbers, including odd and even numbersuse simple scales and measure to the nearest labelled divisionknow properties of simple 2D and 3D shapesextract information from simple lists	

References: Ofqual (2009), *Functional Skills criteria for Mathematics*. <http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf>

Ideas for developing maths process skills

R = representing | A = analysing | I = interpreting

Encourage students to:

- Highlight information they need, cross out unneeded information **R**
- Show all their working out (note that calculators are permitted at all levels of FM assessment but learners should get into the habit of recording their calculations) **R**
- Check all their calculations or procedures and show proof that they have done so **RA**
- Draw conclusions **I** *E.g. Whose phone is better value? (or can't we compare as one table is texts, one is calls); Why didn't Sammy send any texts on Sunday? (maybe she lost it, left it at a friend's, was ill); How could Sammy and Jordan cut down on their mobile costs? Why did Jordan only call his girlfriend 6 times on Saturday? (maybe she was with him most of the day).*
- Discuss and justify their choice of method and their answers **RAI** *E.g. Explain their written / mental methods of addition and subtraction to the group; explain the steps they took to answer each question.*
- Explain their answers and conclusions to others – verbally and in writing **I**
- Investigate other options / situations **RAI** *E.g. Investigate costs on the web; look at their own phone bills.*
- Create new questions about given information and try them out on other students **RAI** *E.g. make up their own weekly table of texts / calls, make up a second week of calls / texts for Jordan / Sammy.*
- Mark each other's work **RAI**