

numeral. Keep breaking things down into steps, review with the boxes and columns and go slowly, one step at a time.

- During the second part of the morning each day this week look at the 3, 6 and 9 times tables.

On the board, write out the tables like this:

3	6	9	
6	12	18	
9	18	27	
12	24	36	(and so on up to 12 times)

As with last week's work with the 2, 4 and 8 times tables, look for relationships between these tables. How about odd and even?

Erase this and then write out the 'formal' version of these three tables for your child to copy into her book.

- Write an enormous number line on your driveway, this time up to 108 (9 x 12). Circle the 3, 6 and 9 times tables.
- Clap, stomp and call the 3, 6 and 9 times tables.
- Spend a few minutes on number journeys each morning (*see p. 56*).

### Week Three

This week you can introduce borrowing. Start by revisiting carrying and refreshing the steps. Then say to your child something like this:

*So, last week we worked on carrying when we added. Now it's time to look at borrowing when we subtract.*

*Let's look at this problem. [on the board - use the colors]*

$$\begin{array}{r} 979 \\ - 217 \\ \hline 762 \end{array}$$

*Simple. But ... what do we have here?*

$$\begin{array}{r} 534 \\ - 245 \\ \hline \end{array}$$