

Plus Ten, Minus Ten

Purpose

Students will identify a pattern when adding ten to numbers. Students will name the number that is ten more or ten less than a given number.

Materials

For the teacher: hundreds board transparency, transparent bingo chips (10 each of red and blue), overhead projector, chalk, chalkboard

For each student: hundreds board, transparent bingo chips (10 each of red and blue)

Activity

A. Introduction

1. Choose a number less than 90.
2. Have students cover the number with a red transparent chip.
3. Cover the overhead hundreds board similarly.
4. Beginning with the next number, have students count to the tenth number past the covered number and place a blue chip on it.

B. Classroom Activity

1. Begin a table on the chalkboard with one column for red chip numbers and another column for blue chip numbers.
2. Choose another number on the hundreds board and do the same activity with it (cover with red chip, count to the tenth number past it, etc.).
3. List the numbers under the appropriate column on the table.
4. Discuss how the numbers in the red column are like the corresponding numbers in the blue column. Discuss how they are different.
5. Repeat the activity, asking the students to count to the number that is ten less than the given number.
6. Help students develop a “rule” to add or subtract ten based on your findings as a class.

EXTENDING
THE



ACTIVITY

Create a gameboard on posterboard with 100 numbered squares between the “Start” and “Finish.” Cover a number cube with blank stickers and write the following on each side: +1, -1, +2, -2, +10, and -10. Allow students to play the game in groups moving forward for addition and backwards for subtraction.

INCORPORATING



TECHNOLOGY


Give students calculators to use in place of hundreds boards. Have them add ten to and subtract ten from given numbers and record their results in a table.


Standards Links
2.2.6, 2.3.4


Questions for Review


Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicators:

 Without counting or looking at your hundreds board, tell me the number that is ten more than [*insert number less than 90*].

 How did you know that was the number ten more than [*insert number*]?

 Are your chips in the correct place on the hundreds board?

 How do you know which direction to move when you count on the hundreds board?
