

# Hitting a Target

## Purpose

Students will practice using standard algorithms for addition and subtraction.

## Materials

*For the teacher:* overhead projector, 3 overhead number cubes, overhead markers

*For each student:* copy of Black Line Master (BLM) *Practicing Addition and Subtraction*

*For each pair of students:* 3 number cubes, calculator, paper, pencil

*For each student:* copy of BLM *Practicing Addition and Subtraction*

## Activity

### A. Introduction

1. Tell students they will be working in pairs to do an addition and subtraction activity.
2. Tell students that first they will do the activity as addition, having the target number of 10,000. The object of the activity is to be the first to get as close to 10,000 as possible without going over.
3. Model the activity by rolling the three number cubes and deciding what three-digit number to use in the addition (e.g., roll is 3, 5, 1: decide to use 531 as your number). Roll a second time and build the second addend.
4. Do the addition. This is the first total on the way to 10,000.
5. On the next turn, make only one roll of the three number cubes. Form a new number from these digits and add it to the one from the round before.

### B. Student Activity

1. Divide students into pairs and hand out number cubes and calculators.
2. Tell students to take turns rolling number cubes, building the addends and doing the addition.
3. Students will check each other's addition with the calculator.
4. Students continue rolling, building the addends, and adding new numbers to the last total until they get as close as they feel they can to 10,000.

(continued)

connecting  
across the  
curriculum



### Social Studies

Use distance charts on a U.S. map to make word problems such as "If you were to go from Indianapolis to Atlanta and then on to Chattanooga, how far would you travel? How far is it from Indianapolis to St. Louis?"

MEETING  
INDIVIDUAL



NEEDS

Have students who need more of a challenge add and subtract alternately as they try to reach a target number.

Standards Link  
4.1.1

**Activity (continued)** 

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5. If the total goes over 10,000, the students must take the previous total as the final number.
6. The students to come closest to 10,000 is the winner of that round.

**C. Second Student Activity**

1. After students reach 10,000 by adding, they will do a subtraction round.
2. Tell students to begin with 10,000 and roll the three number cubes to form a three-digit number to subtract.
3. The first student to come as close to zero as he or she feels is possible is the winner of that round.

**D. Homework**


Assign the BLM *Practicing Adding and Subtracting* as homework.


**Questions for Review** 

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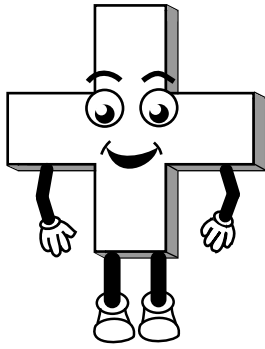
**Basic Concepts and Processes**

During the activity, discuss the following questions with students to gauge their understanding of the indicator:

 Are your [*additions/subtractions*] checking out with the calculator?

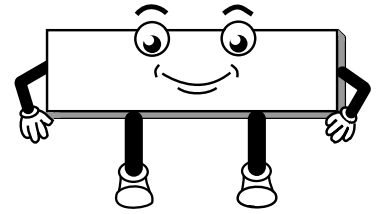
 Are you sure that you are regrouping correctly?

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Name: \_\_\_\_\_

## Practicing Addition and Subtraction



Work the following problems:

1.

$$\begin{array}{r} 45,161 \\ + 80,767 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 43,558 \\ + 83,269 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 41,535 \\ + 92,940 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 80,349 \\ + 89,254 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 56,234 \\ + 97,428 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 87,945 \\ + 54,919 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 74,963 \\ + 29,481 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 89,123 \\ + 57,308 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 43,549 \\ - 23,602 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 95,589 \\ - 18,955 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 66,619 \\ - 41,176 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 99,840 \\ - 56,674 \\ \hline \end{array}$$

13.

$$\begin{array}{r} 51,009 \\ - 29,433 \\ \hline \end{array}$$

14.

$$\begin{array}{r} 98,056 \\ - 56,789 \\ \hline \end{array}$$

15.

$$\begin{array}{r} 78,123 \\ - 23,456 \\ \hline \end{array}$$

16.

$$\begin{array}{r} 80,193 \\ - 56,987 \\ \hline \end{array}$$

# Practicing Addition and Subtraction

## Teacher Directions

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Have students complete the BLM as homework.

## Answer Key

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- |            |            |            |            |
|------------|------------|------------|------------|
| 1. 125,928 | 2. 126,827 | 3. 134,475 | 4. 169,603 |
| 5. 153,662 | 6. 142,864 | 7. 104,444 | 8. 146,431 |
| 9. 19,947  | 10. 76,634 | 11. 25,443 | 12. 43,166 |
| 13. 21,576 | 14. 41,267 | 15. 54,667 | 16. 23,206 |