

Subtracting Ten on the Number Line Hotel

NCTM Standards 1, 2, 6, 7, 8, 9, 10
Common Core State Standards 1.NBT 5, 6

Lesson Planner

STUDENT OBJECTIVES

- To add multiples of ten to two-digit multiples of ten
- To subtract multiples of ten from two-digit multiples of ten

2 Teach and Practice

MATERIALS

- A** Writing Room Numbers on the Number Line Hotel (TG p. 424)
- B** Adding and Subtracting 10 (TG p. 425)
- C** Subtracting 10 on the Number Line Hotel (TG p. 426)
- D** Adding and Subtracting Multiples of Ten (CCRG p. CC 5)

Added Activity

- TR: Activity Master, AM27
- Number Line Hotel poster

Lesson Notes

Activity D has been added to **Lesson 7.4**. Introduce Activity D after children complete Activity C.

About the Activity

In Activity D, children continue to develop their knowledge of the base-ten number system as they use the Number Line Hotel to add and subtract multiples of ten.

About the Mathematics

- This work prepares children for adding and subtracting two-digit numbers by breaking numbers apart into tens and ones.
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2 Teach and Practice

D Adding and Subtracting Multiples of Ten

whole class



15
MIN

Purpose To practice adding and subtracting multiples of ten using the Number Line Hotel

Introduce Review adding and subtracting ten on the Number Line Hotel by writing a few incomplete number sentences on the board.



Have children find the missing numbers by drawing jumps on Activity Master 27 from Lesson 7.3.

Task Introduce adding or subtracting multiples of 10 on the Number Line Hotel.



Ask for volunteers to come to the board to complete each number sentence. Have them explain their thinking by acting out a number line jump on the Number Line Hotel poster.



Talk Math

- ❓ How would you describe adding 30 to a number? Possible answers: Start at the number then move up 3 floors.
- ❓ How is subtracting 30 different from adding 30 on the Number Line Hotel? When you add 30 you move up 3 floors. When you subtract 30, you move down 3 floors.

Then, write several addition and subtraction number sentences on the board. Have children draw jumps on their Activity Master 27 sheets to complete the number sentences.

Once children have completed the number sentences, bring the class back together to share results.

Extend Some children may be ready to add multiples of ten to numbers that are not multiples of ten. Give children number sentences such as $38 + 20 = \square$, and have them demonstrate how they would use the Number Line Hotel to find the solution.

Materials

- For each child: AM 27
- For the teacher: Number Line Hotel poster

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CCSS 1.NBT 5, 6

Concept Alert

Watch for children that have difficulty or make careless errors in determining if a number sentence calls for a jump up or down the Number Line Hotel. These students may need practice simply stating which jump direction a number sentence signals.



Ongoing Assessment

Watch children translate number sentences into actions on the Number Line Hotel.

- Can they use a number sentence to determine the starting point?
- Can they use a number sentence to determine the direction of the jump?
- Can they complete all steps and arrive at the correct room?