

Ten More, Ten Less, One More, One Less

Add photo

Learning Objectives

Students will fluently add and subtract tens and ones.

Grade Level

2nd Grade

Common Core Standard

CCSS.MATH.CONTENT.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Materials Needed

- Base ten blocks and/or straws and cups for creating groups of tens
- Laminated 100s boards and dry erase markers
- Ten more Ten Less One More One Less spinners and paper clips
- Hundreds Board Shapes
- Challenge Shapes
- Exit Ticket

Lesson

Introduction

- Access students' prior knowledge of tens, ones and hundreds by showing different groupings of base ten blocks and asking students to name the amount. For example, display one hundreds flat, one tens stick and five ones cubes and

ask students to name the number. Repeat with different amounts like one hundreds flat, 15 tens sticks, and no ones cubes, to prompt students to remember to regroup the ten 10s for a hundreds flat.

Explicit Instruction/Teacher Modeling

- Demonstrate how to use the plus-sign shaped boxes along with a 100s board to think through ten more, ten less, one more, one less than a target number. Pick a number like 15 and ask students to circle it in their 100s board.
- Allow students to figure out where one less and one more are, and call on students to explain how they knew where each number was. Then give students time to figure out where ten less and ten more are relative to the target number.
- After three or four trials with different target numbers, ask students to explain a quick way to find ten more, ten less, one more and one less.
- When students have inferred it, have them practice showing a partner on the 100s board where 10 less is (directly above), where 10 more is (directly below) and where one less is (to the left) and one more (to the right).

Independent Work/Group Work

- Students use the plus-sign shaped boxes along with 100s boards to figure out ten more, ten less, one more and one less than a target number
- You can write a target number in the center of each plus sign and have students use the 100s board and the base ten blocks to figure out $+10$, -10 , $+1$, -1 . Or you can have students choose a number to fill in for themselves or for a partner.
- A good way to mix it up is to put the target number in different spots in the plus sign as students get more comfortable with adding and subtracting tens and ones.
- For a challenge, draw different shapes for students to fill in around a target number on the 100s board. See Challenge shapes.

Review and Closing

- Review the answers with students.
- Give Exit Ticket to assess student learning.

References

Van de Walle, J., Karp, K., & Bay-Williams, J.M. (2013). *Elementary and Middle School Mathematics: Teaching Developmentally*. NY, NY: Pearson.