

Ten Jump Paths

Students find 10 less and 10 more by changing the tens digit.

CCSS.Math.Content.1.NBT.C.5 "Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 TEN LESS

a	62	42	51
b	67	86	66
c	21	41	30

2 TEN MORE

24	•	•	81
58	•	•	34
71	•	•	68

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to mark the page. Ask a few students to explain that one ten changes while the ones stay the same, so they do not need to count by ones.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • TEN LESS

SAY “Listen to each question and look at the three big numbers. When you find a number that is 10 less, what happens to the tens and ones?”

ROW	SAY	STUDENTS CIRCLE
a	Start with 52. What number is 10 less? The choices are 62, 42, and 51. Circle the number that is 10 less.	42
b	Start with 76. What number is 10 less? The choices are 67, 86, and 66. Circle the number that is 10 less.	66
c	Start with 31. What number is 10 less? The choices are 21, 41, and 30. Circle the number that is 10 less.	21

PART 2 • TEN MORE

SAY “Look at each number on the left. Can you find the number on the right that is 10 more and draw a line to it? After you draw each line, can you tell me what changed?”

- **24** matches **34**
- **58** matches **68**
- **71** matches **81**

WHAT TO ACCEPT

Circle 42, 66, and 21. Match 24 to 34, 58 to 68, and 71 to 81. Accept oral explanations that one ten was added or taken away while the ones digit stayed the same.