

Jump for your life - Subtraction

Syllabus focus area and content group

Additive relations A

- Select strategies flexibly to solve addition and subtraction problems of up to 3 digits
 - Represent solutions to addition and subtraction problems, including word problems, using an empty number line or bar model
 - Apply known mental strategies that use partitioning to add and subtract, such as bridging the decades

Suggested outcomes

- MAO-WM-01
- MA2-AR-01

Resources

- Chalk
- 6 die per pair
- Large flat area

Pre-activity

Begin with Number Talk: [Let's talk 1](#)

Students will need to be familiar with efficient mental and written strategies for subtraction

Learning task

In pairs, students:

- Roll 6 die to make 2 3-digit numbers.
- Write the 2 numbers on the ground.
- Draw an empty number line on the ground and write the largest number at the end of the number line.
- Say the smallest number aloud and then partition using physical activity. Hundreds = star jumps, tens: lunges and ones: high knees. For example, for the number 985 students would need to do 9-star jumps, 8 lunges and 5 high knees.
- Use the number line to subtract
- Write the answer under the number line
- What other strategies could be used to solve the algorithm?

Increase/decrease challenge

- Change 3-digit numbers to 1, 2 or 4-digits.
- Use fraction or decimal die.
- Use pre-made number line with numbers marked.

Talking and thinking like mathematicians

What are other efficient strategies for subtracting your numbers? When was it best for you to use a mental strategy? When would you use a written or digital strategy?

