

G2-M5-Lesson 1

1. Complete each *more* or *less* statement.

- 10 less than 175 is 165.
- 100 more than 308 is 408.
- 788 is 100 less than 888.
- 607 is 10 more than 597.

I can use place value language to explain the change. 10 more and 100 more is the same as adding. 10 less and 100 less is the same as subtracting.

2. Complete each regular number pattern.

- 565, 575, 585, 595, 605, 615
- 624, 524, 424, 324, 224, 124, 24
- 886, 876, 866, 856, 846, 836

I study the numbers and look for the more or less pattern. I know 24 is 100 less than 124, so $24 + 100 = 124$. Then, $124 + 100 = 224$, and so on.

I know 846 is 10 less than 856. $856 - 10 = 846$. It's just like taking away a tens disk on the place value chart.

3. Complete each statement.

a. $609 \xrightarrow{-10} \underline{599} \xrightarrow{-100} 499 \xrightarrow{+10} \underline{509} \xrightarrow{+10} 519$

b. $517 \xrightarrow{-10} \underline{507} \xrightarrow{-10} \underline{497} \xrightarrow{+100} \underline{597} \xrightarrow{+10} \underline{607} \xrightarrow{+100} \underline{707}$

I remember the arrow way from Module 4. The arrow way can show a change in the ones, tens, or hundreds place, and it shows whether it's more or less. So, $517 - 10 = 507$. That's a change in the tens place!

4. Solve using the arrow way.

$$\underline{220} + 515 = 735$$

$$515 \xrightarrow{+100} 615 \xrightarrow{+100} 715 \xrightarrow{+10} 725 \xrightarrow{+10} 735$$

I start with the part, 515, and add hundreds first until I get to 715. Then, I add tens until I get to 735. $100 + 100 + 10 + 10 = 220$.