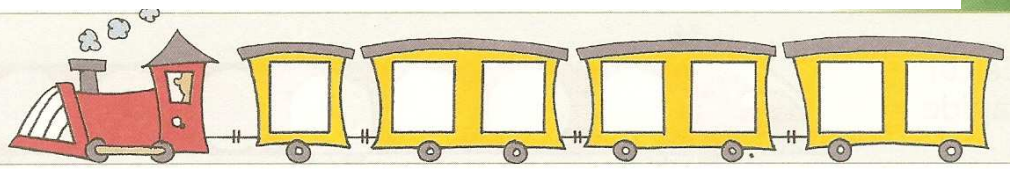
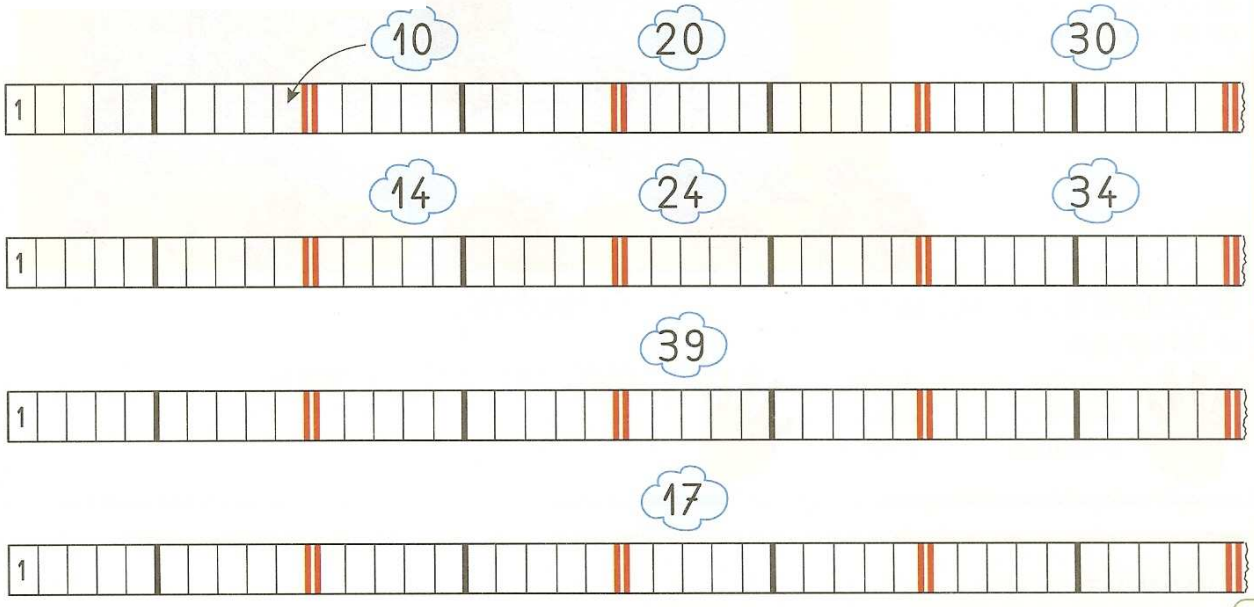
Towards the decimal notation (3): 10, 20, 30 on the number line.

Mental arithmetic



A

Join each number with the right square.



B

Complete the equations.
If you aren't sure, draw on your slate or on your rough book.

10 + 10 + 10 + 6 = ...

10 + 10 + 6 = ...

10 + 6 = ...

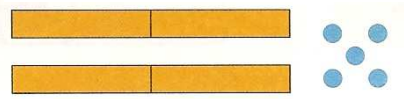
10 + 8 = ...

10 + 9 = ...

10 + 10 = ...

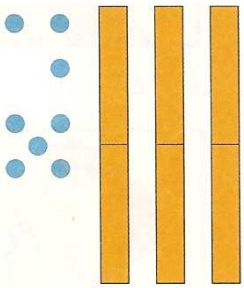
C

Imagine the marbles in the boxes and answer in the small clouds.



There are ☁ marbles.

There are ☁ marbles.



There are ☁ marbles.

D

Calculate as Dédé and Pickmarble do.
If you aren't sure, draw on your slate or on your rough book.

5 + 6 = ... 7 + 5 = ...

8 + 5 = ... 5 + 9 = ...

E

Calculate.

9 – 2 = ... 10 – 8 = ...

10 – 3 = ... 8 – 6 = ...

8 – 2 = ... 6 – 4 = ...

F

A. Mental arithmetic: addition equations such as 5+n or n+5 (for n ≤ 9). The teacher says for example: "8+5, imagine 8 as Dédé… 8+5, write down the result…"

B. Use the landmarks 10, 20, 30 to find a given number on the number line; when they do so, learners need not recount from the first square.