SLOBS & LAMPS

Reetz, L., & Rasmussen, T. (1988). Arithmetic mind joggers. *Academic Therapy,* *24*(1), 79-82.

These math strategies are designed to help students remember the regrouping process of borrowing and carrying. Slobs is used in subtraction and lamps is used in addition.

Smaller
- *Smaller.* Follow steps.

Larger
- *Larger.* Leap to *subtract*.

Off
- Cross *Off* the number in the next column.

Borrow
- *Borrow,* by taking one ten and adding to he next column.

Subtract
- *Subtract.*

This is how one would follow these steps with the following problem:

$$\begin{array}{r} 72 \\ -\blacksquare\blacksquare \end{array}$$

Look at the top number on the right (2) and wee if it is smaller or larger than the lower number (6). If it is larger, the student will leap to subtract. If it is smaller, as in this example, the student must follow the steps. The next step is to cross off the number in the next column, which in this problem is the seven. The "B" of SLOBS stands for borrow, which is the next step. Now borrow one ten from that column by reducing the number by one and adding ten to the other number (12). The last step is to subtract the six from the twelve. Repeat the steps if there are more digits to be subtracted.

Line

- *Line* up the numbers
- This is particularly important with extensive columns of numbers and with numbers with decimal points.

Add

- *Add* the right column of numbers and ask. . .

More

- *More* than nine? If so, do more steps.

Put

- *Put* the ones below the column.

Send

- *Send* the tens to the top of the next column.

The application of this process is demonstrated in the following problem:

$$
\begin{array}{r}
62.1 \\
42. \\
7.1 \\
+\ 4.4 \\
\hline
\end{array}
$$

The numbers have been lined in columns according to their decimal points. In adding the right column the sum is 13 and more than nine. Therefore, follow all the steps. Put the ones (3) below the column and send the tens (1) to the top of the next column. Repeat from Add for each of the next columns.