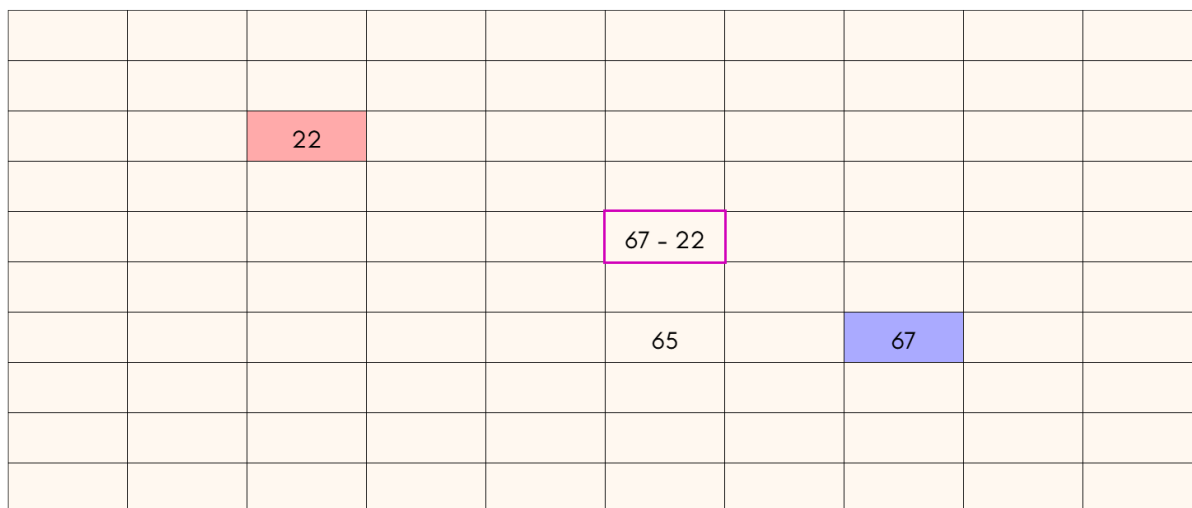


If the 'clock' does run out before the second movement, then it will show it as $22+40+5$ (if moving vertically first).

A second way is to start with the larger number and drag towards the smaller, producing $67-45=22$, in this case.

A third way is to be aware that the difference between 67 and 22 would be $67-22$. So, make a journey of 22 back from 67 and see what number you end up with. After making this move, press the  button and see the equation appear above the grid giving the answer.

$$67 - 22 = 45$$



Pressing the  button will restart the activity with two new random start numbers.

Teaching considerations:

The difference between the numbers can be seen as the journey you need to make to go from one number to the other. In many ways this is quite visual. The difference as the larger number subtract the smaller, is perhaps less visual. There can be a sense of why have I ended up at this particular square (see the last figure above)? Which method feels more intuitive and why?

A possibility is work on why these different ways of working out the different are equivalent to each other.

A possible additional problem to work on is the relative positions of the two start numbers, 22 and 67 in this case, and the position in the hundred square of $67-22$. Could the position of the resultant subtraction be found if only the positions of the initial two start numbers was shown, and not the numbers themselves? For example, why would the difference between the two red squares be found at the position of the blue square (see below)?

A 10x10 grid with a light beige background. Three rectangles are highlighted: a blue rectangle with a black border spanning from column 3 to 4 and row 3 to 4; a red rectangle with a black border spanning from column 4 to 5 and row 5 to 6; and another red rectangle with a black border spanning from column 7 to 8 and row 7 to 8.