Relationship Between Addition and Subtraction—Grade 1

Lesson 8: Balancing Equations I

Rationale: Students have been labeling equations as true or false by finding the value on each side of the equal sign. They are now ready to begin choosing a value to balance a given equation. NOTE: First graders will **not** be assessed on finding a missing whole in subtraction when balancing equations, ex. 2 + 3 = ____ −5 is NOT in bounds. It is fine to use questions such as those as extensions, though.

Objective: I can select the missing value to a make a true equation.

Vocabulary: add, subtract, true, false, equal, "is the same as", equivalent, equation, missing value

Materials: Magnetic counters, student tools as needed

1. Display a false equation from earlier lessons. Lead a discussion about why the equation is false. Use number bonds and magnetic counters to support student understanding.

2. Using a magnet or sticky note, cover a value on either side of the equal sign to create a blank. Pose this question to students, "What if we wanted to turn this false equation true? What number would we need to write in this blank space?" Offer some options— Would 5 make it true? Does 2 work? Support discussion about what value works and how we know.

3. Practice, using a few more of the false equation strips from Lesson 6 and providing 2 or 3 values for students to choose from. Be sure to take turns placing the missing value on either side of the equal sign and to vary whether the first or second number is missing. NOTE: First graders will **not** be assessed on finding a missing whole in subtraction when balancing equations, ex. 2 + 3 = ____ −5 is NOT in bounds. It is fine to use questions such as those as extensions, though.

4. Must Do