Relationship Between Addition and Subtraction–Grade 1

Lesson 9: Balancing Equations II

Rationale: Students will relate what they've been practicing the past three lessons to a new model–the balance model. **Please use concrete balances as well as digital versions while teaching and practicing with students.**

Objective: I can use a balance model to find the missing value in equations.

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

Materials: Concrete and digital balances, student tools as needed

1. Project on the board. Or use a digital balance.
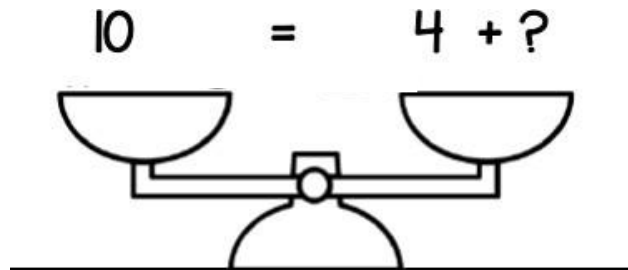
2. Ask students to remind us what equals means. It means "is the same as" and it's also a way to make sure there is balance on each side of the number sentence. Each side does not need to look the same to make a true equation, but it does need to have the same value.

3. Say, "Let's balance this scale. Right now it's not balanced. Turn and tell your partner why the scale is not balanced."

4. "If we are going to balance this scale to make a true equation, what do we need to do?" Model using magnetic counters, 10 in a ten frame formation on the left side and 4 on the right in a ten frame formation.

5. "What do you notice is missing?" (We need 6 on the right side.). Replace the "?" with a 6. Chorally read the number sentence as "10 is the same as 4 plus 6."

6. Repeat a few times with different equations on the balance, being sure to provide students with tools as needed.

7. Must Do

10 = 4 + ?