

# Relationship Between Addition and Subtraction

## Lesson 1: Building Number Bonds

**Rationale:** This lesson builds off the previously taught concrete unit and Relationship Between Addition and Subtraction Part I. Students should still be using concrete tools to solve all these problems, whenever needed. This is a good opportunity for students to choose their favorite tool to solve problems. Please have students be flexible with the placement of the equal sign and show it in multiple places within each equation.

**Objective:** I can create a number bond to write matching addition and subtraction number sentences

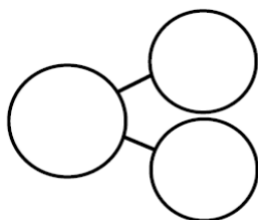
**Vocabulary:** add, subtract, equals, missing part, whole  
**Materials:** Magnetic counters, dry erase board and marker

1. Project on the board: "What does this remind you of?" (fact families)

6

8

14



$$\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$$

$$\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

2. Ask students to read the subtraction sentence. Say, "I want to use these three numbers to fill in the number bond." Have students turn and talk about where they think the numbers belong. Have a student come to the board and model where the numbers belong.

REMIND STUDENTS:

When we add, we only add our parts.

When we subtract, we start with the whole.

Each side of the equal sign must have the same value.

Use a tool, if necessary, to solve the problem.

3. On the dry erase boards, have students write the matching addition and subtraction sentences. ( $12=8+4$ ,  $12=4+8$ ,  $12-8=4$ ,  $12-4=8$ ).

4. Repeat with 7 11 4

Must Do Worksheet—\*\*Note: Have students write addition and subtraction number sentences for each number bond on their Must Do