

# Relationship Between Addition and Subtraction

## Lesson 4: Real World Addition and Subtraction Word Problems

**Rationale:** Students should 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.

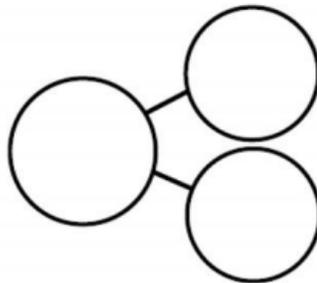
**Objective:** I can solve addition and subtraction word problems using tools and strategies

**Vocabulary:** Add, subtract, equals, the same as, part, whole

**Materials:** math tools, dry erase board and marker

1. Project on the board:

There were 17 frosted cupcakes at Sam's party.  
Some were frosted with vanilla.  
9 were frosted with chocolate.  
How many vanilla frosted cupcakes were at Sam's party?



2. Read the real-world problem chorally. Say, "I want to use this problem to fill in the number bond." Ask: What is the math job? Adding or subtracting.

REMINDE STUDENTS:

When we add, we only add our parts.

When we subtract, we start with the whole.

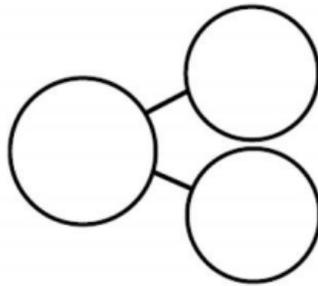
Each side of the equal sign must have the same value.

3. If we are adding? What are the parts? (9 and "SOME" AKA: MYSTERY)  
If we are subtracting? What is the whole? (17)

Have students turn and talk about where they think the digits belong. Have a student come to the board and model where the digits belong. Use magnetic counters, if necessary.

4. Ask students to solve. Let them share their ways.
5. On the dry erase boards, have students write the matching addition and subtraction sentences in several ways.
6. Share number sentences.
7. Repeat with:

Jill saw 7 people riding bikes down the street Sunday morning.  
Later, she saw 8 more people riding bikes Sunday afternoon.  
How many people did she see riding bikes on Sunday?



8. Must Do Worksheet