

Relationship Between Addition and Subtraction

Lesson 5: Balancing Equations I

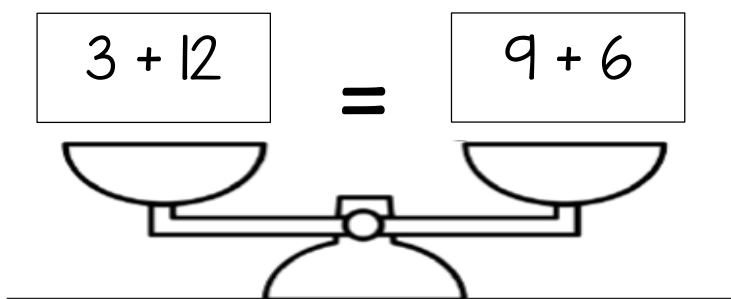
Rationale: Students should be using concrete tools to solve all these problems, whenever needed. This is a good opportunity for students to choose their favorite tool to solve problems. Please have students be flexible with the placement of the equal sign and show it in multiple places within each equation.

Objective: I can balance number sentences using tools and strategies

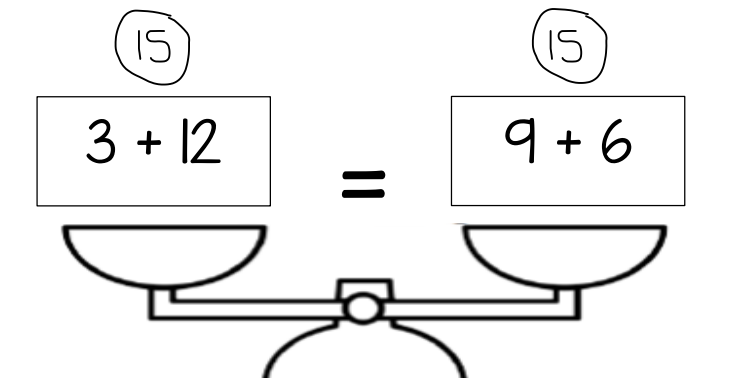
Vocabulary: Add, subtract, equals, the same as

Materials: Math tools, dry erase board and marker

1. Project on the board:



2. Ask students what equal means. It means "is the same as" and it's also a way to make sure there is a balance on each side of the number sentence. Each side does not need to look the same, but it does need to have the same value.
3. Say, "Let's see if this scale is balanced." Turn and tell your partner if you think the scale is balanced and how you know. Have them share their strategies for solving each equation.
4. Write the totals for $3 + 12$ and $9 + 6$ above each equation. "15 is the same as 15"




- Repeat with other examples. Be sure to use addition and subtraction AND to have them NOT be equal.
- Must Do Worksheet

Addition and Subtraction
Up to 20

Name: _____

Balancing Equations Set 4

Directions: Cut and paste the two equations that are equal.



← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 →

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$8 + 8$	$15 - 3$	$10 + 5$	$20 - 5$
$9 + 9$	$18 - 0$	$18 - 2$	$6 + 6$