Relationship Between Addition and Subtraction

Lesson 2: Using a Number Bond I

Rationale: This lesson builds off the previously taught concrete unit. 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 use a number bond to write matching addition and subtraction number sentences
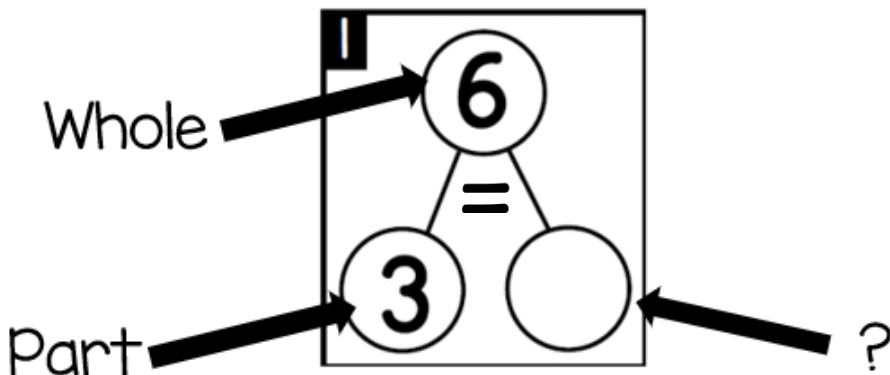
Vocabulary: add, subtract, equals, missing part, whole

Materials: Magnetic counters, break apart stick (popsicle stick) dry erase board and marker

1. Project on the board:
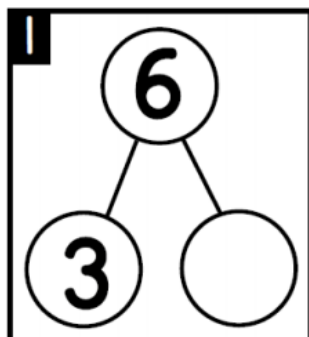
2. Have students turn and talk about what they see in the number bond. "What do you notice? What do you need to find out?" Have students share.

3. Label the number bond

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.

4. Ask students to help you write an addition sentence and a subtraction sentence to match the number bond. Push students to write as many forms as possible on their dry erase boards:

$3 + \square = 6$ $\square + 3 = 6$ $6 = 3 + \square$ $6 = \square + 3$
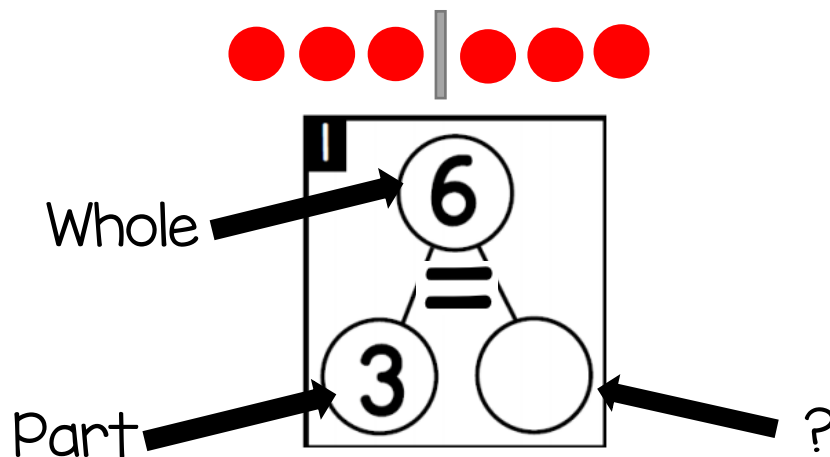
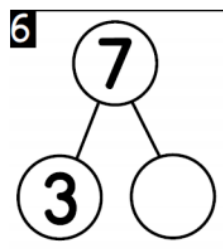$6 - 3 = \square$ $6 - \square = 3$ $3 = 6 - \square$ $\square = 6 - 3$

5. Using magnetic counters, put six counters above the digit 6. The number bond shows that one part of 6 is 3. Use the "break apart stick" to show the 3 part. Then, model moving three counters to the digit 3, and ask students, "What is the other part of 6?" (3). Model moving those three counters into the blank circle.

6. Go back to the equations and fill in for $\square$.
7. Repeat for:

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