

Relationship Between Addition and Subtraction

Lesson 3: Using a Number Bond II

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.

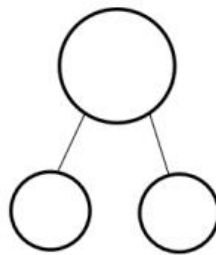
Objective: I can use a number bond to write matching addition and subtraction number sentences

Vocabulary: add, subtract, equals, missing part, whole

Materials: Magnetic counters, dry erase board and marker

1. Project on the board:

Dad cooked 3 large pizzas. Then he cooked 6 small pizzas. How many pizzas did dad cook in all?



2. Read the word problem. Have students turn and talk about what the word problem is asking in their own words. Have students share. 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.

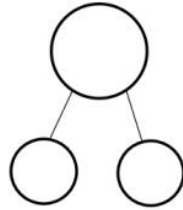
3. If we are adding? What are the parts? (3 and 6)

4. Using magnetic counters, model how to put the counters in the number bond to represent the problem and also write the digits, as well.

5. Ask students to help you write number sentence to match the number bond and match the problem. Push students to write as many forms as possible on their dry erase boards.

6. Repeat with:

There were 8 birds sitting on a branch. 4 birds flew away. How many birds are left?



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