

# Relationship Between Addition and Subtraction

## Lesson 5: Real World Problems

**Rationale:** Students should be using concrete tools to solve all these word 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 real world problems using tools and strategies

**Vocabulary:** Add, subtract, equals, missing part, whole

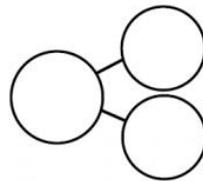
**Materials:** Magnetic counters, dry erase board and marker

1. Project on the board:

5 airplanes were  
in the sky.

2 airplanes landed.

How many  
airplanes are in the  
sky now?



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.

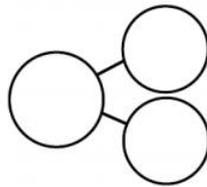
3. Have a student come to the board and model the story using magnetic counters. As they work through the story, model thinking aloud and writing the subtraction number sentence.
4. "If we started with 5 airplanes. That was the whole group. Then 2 landed. That is part of the 5. The airplanes left in the sky is the missing part. We are looking for the missing part."

5. On the dry erase boards, have students write subtraction sentence.  $5 - 2 = \square$   
Use tools to solve if needed. Have them write the equation several ways. Then have students write the matching addition sentences to match the problem.
6. Repeat with:

There were 6 cars  
in the parking lot.

4 cars left the  
parking lot.

How many cars are  
parked in the lot?



7. 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.

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.

8. Have a student come to the board and model the story using magnetic counters. As they work through the story, model thinking aloud and writing the subtraction number sentence.  
"If we started with 6 cars. That was the whole group. Then 4 cars left the parking lot. That is part of the 6. The cars still parked in the lot are the missing part. We are looking for the missing part."
9. On the dry erase boards, have students write subtraction sentence.  $\square = 6 - 4$   
Use tools to solve if needed. Have them write the equation several ways. Then have students write the matching addition sentences to match the problem.
10. Must Do Worksheet—\*\*Note: Have students write addition and subtraction number sentences for each real-world problem on their Must Do