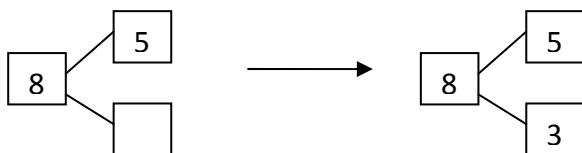
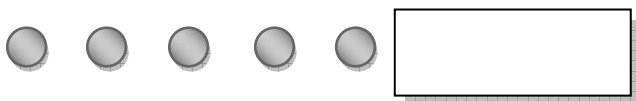


**(3) Find the missing part of a number bond****Teaching activities**

Set out six to ten counters or other objects. Ask your student how many objects there are.

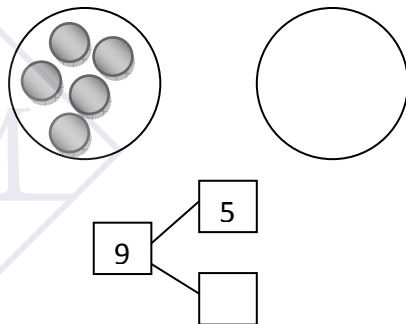


Cover up some of them and ask him how many are covered up. He can count on his fingers, if that helps, by counting up from the number that is not covered up. Draw the number bond with a blank for the missing part, and fill in the missing part when he has the answer.



Repeat with other amounts.

Draw two circles. In one circle, put 5 objects. Write a number bond with 9 as the whole and 5 as one part.

**Textbook**

Task 9, p. 22

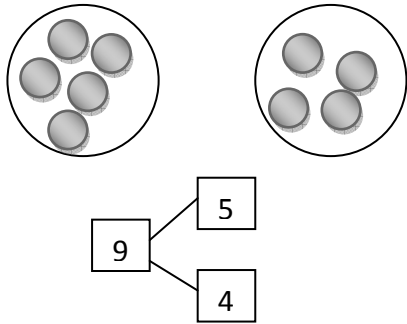
9. (a) 2  
 (b) 6 (c) 0  
 (d) 2 (e) 3  
 (f) 6 (g) 9

**Workbook**

Exercise 10

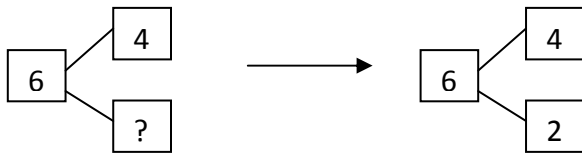
2. (a) 2 (b) 2  
 (c) 6 (d) 6  
 3. (a) 3 more  
 (b) 2 more  
 (c) 3 more  
 (d) 4 more

Ask your student to put more objects in the second circle to make 9. Fill in the missing part on the number bond.



Repeat with other numbers.

Write a number bond with a missing part and ask your student to find the missing part. Allow him to use counters to find the answer, if needed.



Have your student do task 9, textbook p. 22.

### Reinforcement

Use playing cards, 0-10. Shuffle. Turn over two cards at a time. The larger number is the whole, and the smaller a part. Ask your student to name the other part.



## Unit 4 – Subtraction

### Part 1 – Making Subtraction Stories

Subtraction is the reverse process of addition. Instead of adding on, we take away. When two parts or sets are put together, we add to find how many there are altogether. If one part is missing, we subtract to find out how many are in the missing part.

The “–” (minus) sign means to “take away”. Read subtraction equations in a variety of ways to your student, depending on the situation they represent. For example, “ $8 - 3 = 5$ ” can be read as, “eight take away three is five” or “eight minus three equals five” or “When we subtract three from eight, we get five”.

In this part, the emphasis is on understanding the meaning of subtraction, rather than the memorization of facts. Encourage your child to make up stories to illustrate subtraction.

There are two subtraction situations on p. 38.

1. Taking away: Take 3 carrots from 9; there are 6 carrots left. 8 birds are on a branch, three fly away (take away 3), there are 5 left.
2. Part-whole: There are 7 children. 2 are girls. How many are boys? Subtract to find out.

Another subtraction situation – finding the difference between two sets – will be taught in the first unit of *Primary Mathematics 1B*.

Illustrate subtraction concretely. In the teaching activities below, counters are used, but you can use other objects.

#### Material

Counters, pennies

Other objects for subtraction stories: toys, pictures, etc.