

# CHAPTER FIVE VOCABULARY

**Related facts:** Related facts are addition and subtraction facts that share the same numbers.

- You may remember this as "fact families."

ex.  $4 + 3 = 7$

$7 - 4 = 3$

$3 + 4 = 7$

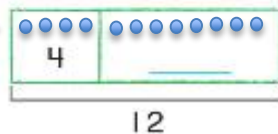
$7 - 3 = 4$

**Bar model:** Bar models are used to model part-part-whole relationships. Students may use manipulatives alongside a bar model to work through a problem.

Ex.

Your child can draw dots in the part boxes to solve the problem. He/she should draw dots equal to the known part and then continue drawing, counting on until reaching the whole.

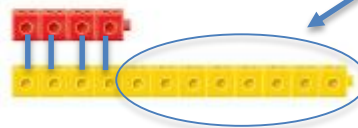
1. There are 4 rabbits in the field.  
Some more rabbits come.  
Now there are 12 rabbits. How many rabbits come to the field?



4 rabbits

\_\_\_ rabbits come

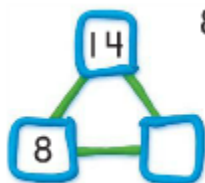
12 rabbits in the field



Your child can also use manipulatives to solve. In this example, your child should compare the part (4) and the whole (12) to see how many more rabbits came to the field.

**Number bond:** Number bonds are another way of representing part-part-whole relationships. The concept behind a number bond is that the numbers in an addition or subtraction sentence are "bonded" together. The two parts must always equal the whole, and the whole minus one part must always equal the other part.

Ex:




$8 + \underline{\quad} = 14$

$14 - 8 = \underline{\quad}$

Your child should identify that there is a missing part. He/she should then use a strategy to find what that missing part is.


equal and not equal: the skill of balancing equations is VERY tricky for first graders. In this chapter your child will be expected to identify whether or not two sides of an equation are equal or not equal. Remind your child that the equal sign means "is equal to" which means "is the same as."

Ex 1)  $6 + 5 = 7 + 4$

  
 $11 = 11$   
EQUAL

Have your child work these problems out by solving both sides of the equation. Ask them to identify whether or not both sides are equal or the same. Help your child understand the concept of "balancing" both sides.

Ex 2)  $6 + 5 = 7 + 7$

  
 $11 = 14$   
NOT EQUAL