

Math Matters!

Connecting Addition and Subtraction

It is important for teachers to connect the relationship between addition and subtraction when working with multiple-digit numbers. *How Far Away?* offers an opportunity for students to experience how the difference stays the same whether they add on or subtract from. When you foster that thinking about adding on, students begin to calculate mentally with greater ease. Recording the equations and facilitating a class discussion helps students to begin to make these complex connections among operations. To read more about the connection between addition and subtraction, we recommend *Math Matters* by Suzanne Chapin and Art Johnson (Scholastic, 2006).

24. Point to the subtraction problem and name it by saying, “This strategy is called *subtracting from* or *finding the missing number*. We can write a number sentence or equation. This time, what number did we start with?” Record 100. “We subtracted something from one hundred to reach thirty-one.” The final recording may look something like this:

$$100 - \underline{\quad} = 31$$

25. Point to the blank and tell students, “We didn’t know when we started what we were subtracting until we reached thirty-one.”
26. Ask students to compare with their partner the equations and strategies they recorded. Encourage them to discuss what is similar and what is different.
27. Close by saying, “Addition and subtraction are related to each other. Some of you will feel more comfortable adding on from a number, whereas others of you will want to subtract from a number. I encourage you to try both and see which one feels most efficient or most comfortable to you.”

Homework

For homework, send materials and game directions (see Reproducible G-10R *How Far Away?*) home with a note attached asking parent and child to play the game three times, and to return the student’s recording sheet to class.