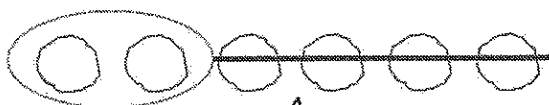


G1-M1-Lesson 31

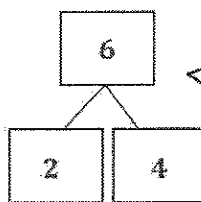
The sample problem below shows two possible number sentences. Both are considered reasonable and correct. If your child chooses to write the first number sentence, suggest that he/she draw a box around the solution.

Make a math drawing, and circle the part you know. Cross out the unknown part. Complete the number sentence and number bond.

A store had 6 shirts on the rack. Now, there are 2 shirts on the rack. How many shirts were sold?



I know how to make a quick math drawing! I can circle 2 dots since there are 2 shirts left. I can draw a line through 4 shirts. My line looks like one big subtraction sign!



When I solve with subtraction, I can still use a number bond to think of addition. If 6 is the total and 2 is one part, the other part must be 4.

$$\boxed{6} - \boxed{} = \boxed{2}$$

I can write 6 minus the mystery box because I don't know how many shirts were sold. But I know that 2 shirts ended up on the rack. 6 minus something is 2.

$$\boxed{6} - \boxed{2} = \boxed{4}$$

4 shirts were sold.

Both of my number sentences match my number bond! Addition and subtraction both have parts and a whole.