

## RELATIONAL ADDITION

LABORATORY · L6

Number-Path Movement • Explain

Objective: *Prove the answer by building it back.*

**DO THIS** Solve. Then check the other way.

**PROVE** Solve, then build it back.

**EXAMPLE**  $2 + 2 = \underline{4}$   
 $4 - 2 = \underline{2}$

**SOLVE AND PROVE** Solve, then check each one.

1  $6 + 2 = \square$   
 $8 - 6 = \square$

2  $4 + 6 = \square$   
 $10 - 4 = \square$

3  $5 + 3 = \square$   
 $8 - 5 = \square$

**MORE PRACTICE** Solve each one.

1  $8 + 1 = \square$

2  $6 + 4 = \square$

3  $9 + 1 = \square$

To add I:  counted all  counted on  made ten



TEACHER EDITION

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**EXAMPLE**  $2 + 2 = \underline{4}$   
 $4 - 2 = \underline{2}$

**SOLVE AND PROVE** Solve, then check each one.

1  $6 + 2 = \underline{8}$   
 $8 - 6 = \underline{2}$

2  $4 + 6 = \underline{10}$   
 $10 - 4 = \underline{6}$

3  $5 + 3 = \underline{8}$   
 $8 - 5 = \underline{3}$

**MORE PRACTICE** Solve each one.

1  $8 + 1 = \underline{9}$

2  $6 + 4 = \underline{10}$

3  $9 + 1 = \underline{10}$

**TEACHER NOTES** Answer key & guidance

Answers: see page

Strategy: Accept matching, counting, or rebuilding as valid proof.

Common error: Accepting an answer without checking it.

Prompt: "Show me how you know."

To add I:  counted all  counted on  made ten

