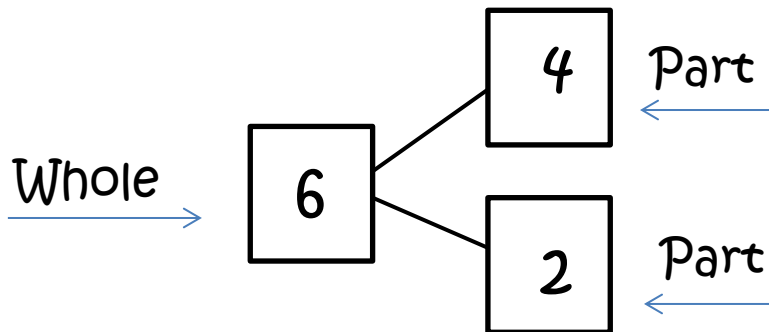


How to work with Number Bonds

NUMBER BONDS:


Every “number bond” (shown below) is made up of a “whole” and two “parts.”




The two “parts” when put together are the same as the “whole.”

This can be shown with objects, for example:

if I have a **part** with 4 blocks (make a group of 4) 

and a **part** with 2 blocks (make a group of 2) 

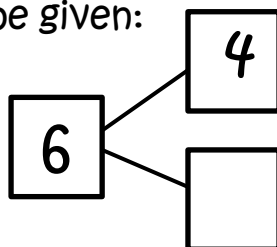
and I put the two parts together, how many blocks do I have in my **whole** collection? 6! 

MISSING NUMBERS:

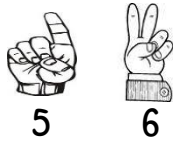
Sometimes a number bond will have only two numbers provided and students will be expected to figure out the missing number.

Sometimes a “part” is missing.

For example, they may be given:



In this situation, we know we start with the “part” we know, and count up until we get to the “whole.” In this example we would start at 4. We would count “5, 6.” Students also may choose to use fingers,



objects objects

I have four... need #5, #6

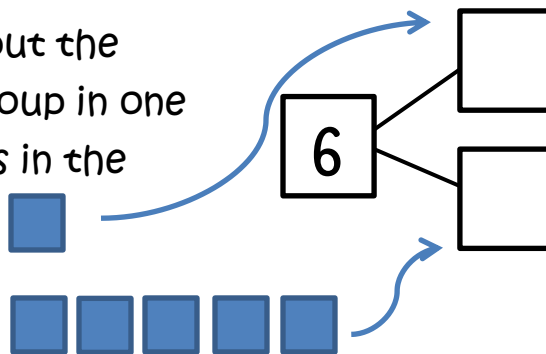
or a number line or a number line

To determine that if you have a “part” that is 4 you need a “part” that is 2 more to make 6, your “whole.”

DIFFERENT NUMBER BONDS USING THE SAME “WHOLE”:

To make my own number bond using six as the “whole,” I can take my six blocks and then put them two groups any way I choose.

After I make my two groups, I put the number of blocks in the first group in one “part” and the number of blocks in the other group in the other “part.”



To make a different number bond using the same “whole” I can take my six blocks again and put them in different groups.

This time, make two groups again, making them different from before, writing the number for each group in the “part” boxes.

