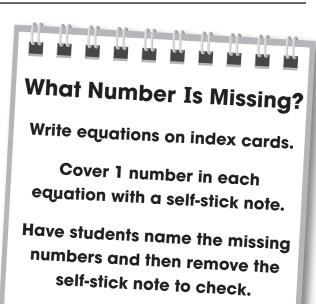# **Overview**   Find the Missing Number

Directions and Sample Answers for Activity Pages

Day 1	See "Model the Skill" below.
Day 2	Read the directions aloud. Remind students to find the equal sign and look at both sides. Have them find the missing number and write it. For Problem 3, have students note the sum is first. For Problem 4, note the difference is first and they need to find the total to subtract from. (Answers: 10; 9; 4; 8)
Day 3	Read the directions aloud. Remind students to look on both sides of the equal sign. Point out that the missing numbers are shown with boxes instead of blanks, but mean the same thing, a missing number. Instruct them to write the number that will make both sides equal. (Answers: 10; 1; 7; 6)
Day 4	Read the directions aloud. Explain to students that first they should fill in all the missing numbers with the suns to make the equations true. Next help students fill in the missing numbers with the clouds to make the equations false. Explain that they can think of the number to make the equation true and pick any other number to make it false. (Answers: **sun/true:** $9 + 3 = 12$, $10 - 2 = 8$, $14 - 5 = 9$, $13 = 6 + 7$, $8 = 8$, $9 - 4 = 5$; **clouds/false:** check students' work.) Provide counters if needed.
Day 5	Read the directions aloud. Observe as students complete the page. Are they able to determine if equations involving addition and subtraction are true or false? Can they determine the unknown whole number in an addition or subtraction equation? Use your observations to plan further instruction and review. (Answers: 10; 6; 4; 9)

Model the Skill

◆ Hand out the Day 1 activity page.

◆ Explain that an equation shows 2 expressions, one on each side of an equal sign, that are equal. **Say:** *Look at the equations on the snakes. We will find which are true and which are false.* Point out the snake with $8 - 4 = 4$. Instruct students to find the equal sign and then look at both sides of it.

◆ **Ask:** *Do both sides show the same amount?* (yes) *If both sides have same amount, it is true.* Tell students to color snakes with true equations yellow. Have them color the snake yellow.

◆ Have students look at the snake with $5 + 6 = 12$. **Ask:** *Do both sides show the same amount?* (no) *If both sides do not have the same amount, it is false, so color it green.*

◆ Help students complete the activity page. Point out that the equal sign can be in different places. (Answers: **yellow:** $12 = 12$, $7 + 6 = 6 + 7$, $16 - 7 = 9$, $11 - 3 = 8$; **green:** $9 - 4 = 3 + 3$, $15 = 6 + 8$)

What Number Is Missing?

Write equations on index cards.

Cover 1 number in each equation with a self-stick note.

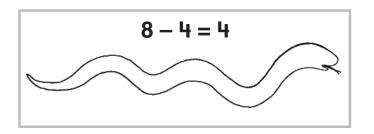Have students name the missing numbers and then remove the self-stick note to check.
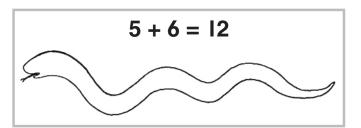
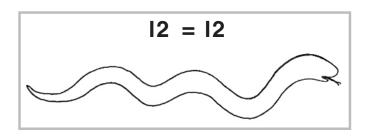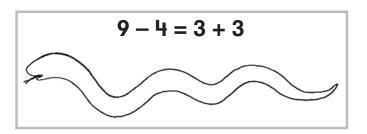Then let them place self-stick notes on equation cards and change cards with partners.

True or False

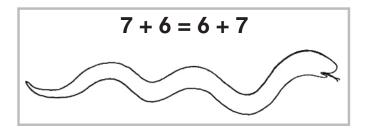**Color the snakes that have true equations yellow.**
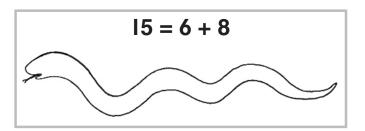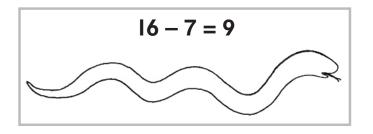**Color the snakes that have false equations green.**

$8 - 4 = 4$

$5 + 6 = 12$

$12 = 12$

$9 - 4 = 3 + 3$

$7 + 6 = 6 + 7$

$15 = 6 + 8$

$16 - 7 = 9$

$11 - 3 = 8$

Find the Missing Number

Fill in the missing number.

$$7 + 3 = \underline{}$$

$$11 - 2 = \underline{}$$

$$7 = 3 + \underline{}$$

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

Find the Missing Number

Fill in the missing number.

$$8 + 2 = \boxed{}$$

$$20 - \boxed{} = 19$$

$$15 = \boxed{} + 8$$

$$8 = 14 - \boxed{}$$

Find the Missing Number

Make the equations with suns true. Make the equations with clouds false.

True

False

9 + _____ = 12	18 − _____ = 9
_____ − 2 = 8	8 + _____ = 15
14 − _____ = 9	7 − 4 = _____
13 = 6 + _____	6 = 3 + _____
_____ = 8	5 + _____ = 13
9 − 4 = _____	4 = _____

Assessment

Fill in the missing number.

$$6 + 4 = \underline{\hspace{2cm}}$$

$$12 - \underline{\hspace{2cm}} = 6$$

$$\underline{\hspace{2cm}} + 9 = 13$$

$$8 = 17 - \underline{\hspace{2cm}}$$