



**THIRD SPACE
LEARNING**

Sentence Stems and Vocabulary Lists

Addition and Subtraction

Kindergarten to 5th Grade

Sentence Stems in a nutshell

A sentence stem provides students with a way to communicate their ideas with mathematical precision and clarity.

A sentence stem is a very structured sentence that often expresses a key conceptual idea or generalisation.

The structure of a sentence stem provides a framework to embed conceptual knowledge and build understanding.

How to use the questions in this resource

To use sentence stems in lessons, first introduce the sentence stem and explain how and when to use it. It is very important that the students understand the sentence stem otherwise it will not embed their learning. After this, the teacher should model the sentence stem and the students chant it back. Encourage repetition of the sentence stem throughout the lesson or lessons to come.

Sentence stems can be a whole sentence, for example:

- A half is one of two equal parts.

Or with missing parts to be filled, for example:

- A (fraction) is (numerator) out of (denominator) parts.

Where there is a missing part, we have given an example of a completed sentence as shown below. There are (number / items). Half of (whole) is (half).

- There are 8 counters. Half of 8 is 4.

By providing the students with a structure to follow, they will have an accurate way to discuss the given topic. By using repetition, the concepts expressed in the sentence stems will become embedded.

Kindergarten

Adding / Subtracting General

Adding 1 gives 1 more.

Subtracting 1 gives 1 less.

When zero is added to a number, the number does not change.

When zero is subtracted from a number, the number does not change.

When adding numbers, the total will be the same whichever pair we add first.
(commutative law)

The value on both sides of the equals symbol must be the same.

Adding

The whole is (number). One part is (number), so the other part must be (number).

(number) is the whole, (number) is a part, (number) is a part.

- *The whole is 10. One part is 4, so the other part must be 6.*
- *10 is the whole, 2 is a part, 8 is a part.*

First there were (number / item).

(Number / item) were added. Now there are (number / item).

- *First there were 6 apples. 3 apples were added. Now there are 9 apples.*

There are (number / item) and (number / item). We can write this as (number) plus (number).

- *There are 5 cars and 5 trains. We can write this as 5 plus 5.*

(number) is equal to (number) plus (number).

(number) plus (number) is equal to (number).

- *6 is equal to 2 plus 4.*
- *2 plus 4 is equal to 6.*

There are (number / item). There are (number / item). There are (number / item / description) altogether.

- *There are 5 red cards. There are 3 black cards. There are 8 cards altogether.*

(number) and (number) are the addends. (number) is the sum.

4 and 2 are the addends. 6 is the sum.

If the order of the addends is changed, the sum remains the same.

Note: Not all schools will introduce technical mathematical language of addend in kindergarten

(number) + (number) = (number)

- *4 + 4 = 8*

(number) plus (number) equals (number).

- *4 plus 4 equals 8*

(number) add (number) equals (number).

- *4 add 4 equals 8*

Kindergarten - Continued

Subtracting

(number) is equal to (number) subtract (number).

(number) subtract (number) is equal to (number).

- *6 is equal to 8 subtract 2.*
- *8 subtract 2 is equal to 6.*

The difference between (number) and (number) is (number).

- *The difference between 10 and 7 is 3.*

There are (number / item) and (number / item) are taken away. We can write this as (number) subtract (number).

- *There are 7 cars and 5 cars are taken away. We can write this as 7 subtract 5.*

The whole / number is (number). One part is (number), the other part is (number).

- *The whole is 5. One part is 2, the other part is 3.*

First there were (number), then (number) were subtracted, (number) were left.

- *First there were 10, then 2 were subtracted, 8 were left.*

The more we subtract, the less we are left with.

The less we subtract, the more we are left with.

Number Bonds

(number) plus (number) is equal to ten.

- *7 plus 3 is equal to ten.*

Vocabulary

Add	Part
Addend*	Plus
Addition	Related
Altogether	Subtract
Count back	Sum
Count on	Take away
Difference	The same as
Equals	Total
Fact family	Whole
Fewer	
Left (left over)	
Less	
Method	
Minus	
More than	
Number	
Number bond	*(optional)

1st Grade

Adding / Subtracting General

When adding numbers, we can add them in any order. (Commutative law – this can be applied to 2 or more addends.)

(number) plus (number) is equal to (number) so (number) plus (number) is equal to (number).

There are two ways to use this:

- *7 plus 3 is equal to 10 so 7 plus 4 is equal to 11.*
- *OR 7 plus 3 is equal to 10 so 17 plus 3 is equal to 20.*

(number) minus (number) is equal to (number) so (number) minus (number) is equal to (number).

There are two ways to use this:

- *10 minus 7 is equal to 3 so 11 minus 7 is equal to 4.*
- *OR 10 minus 7 is equal to 3 so 20 minus 7 is equal to 13.*

When adding three numbers, the total will be the same whichever pair we add first. (commutative law)

(number) one(s) add (number) one(s) is equal to (number) one(s). (number) ten(s) add (number) ten(s) is equal to (number) ten(s).

- *For $35 + 23$, 5 ones add 3 ones is equal to 8 ones. 3 tens add 2 tens is equal to 5 tens.*

When adding, if the ones are equal to 10 or more we must regroup 10 ones for 1 ten.

(number) one(s) add (number) one(s) is equal to (number) one(s) or (number) tens and (number) one(s).

- *For $8 + 7$, 8 ones add 7 ones is equal to 15 ones or 1 ten and 5 ones.*

Double (number) is (number).

- *Double 5 is 10.*

Twice as much as (number) is (number).

- *Twice as much as 5 is 10.*

Adding / Subtracting 10

When adding 10, the tens digit changes, the ones digit stays the same.

When subtracting 10, the tens digit changes, the ones digit stays the same. If (number) plus (number) is equal to (number), then (number) tens plus (number) tens is equal to (number) tens.

- *If 3 plus 2 is equal to 5, then 3 tens plus 2 tens is equal to 5 tens.*

Ten more than (number) is (number). (number) is ten more than (number).

- *Ten more than 5 is 15.*
- *15 is ten more than 5.*

If (number) minus (number) is equal to (number), then (number) tens minus (number) tens is equal to (number) tens.

- *If 3 minus 2 is equal to 1, then 3 tens minus 2 tens is equal to 1 ten.*

Ten less than (number) is (number). (number) is ten less than (number).

- *Ten less than 18 is 8.*
- *8 is ten less than 18.*

1st Grade - Continued

Partitioning

(number) plus (number) is equal to ten.

Ten plus (number) is equal to (number).

- *(For $7 + 8$, show 7 split into $5 + 2$.) 2 plus 8 is equal to 10. 10 plus 5 is equal to 15*

To subtract (number), first subtract (number) then subtract (number).

- *To subtract 6, first subtract 5 then subtract 1.*
- *To subtract 13, first subtract 3 then subtract 10.*

Vocabulary

Commutative

Crossing the (tens) boundary or bridging

Double

Doubling

Exchange / exchanging

Multiples

Regroup / regrouping

2nd Grade

Adding / Subtracting General

Addend plus addend equals the sum.

Minuend minus subtrahend is equal to the difference.

When using column addition/ subtraction, start with the lowest value column.

Addition is the inverse of subtraction.

Subtraction is the inverse of addition.

Adding

(number) ones add (number) ones is equal to (number) ones.

(number) tens add (number) tens is equal to (number) tens.

(number) hundreds add (number) hundreds is equal to (number) hundreds.

- 3 ones add 2 ones is equal to 5 ones.
- 3 tens add 2 tens is equal to 5 tens.
- 3 hundreds add 2 hundreds is equal to 5 hundreds.

When adding, if the (ones / tens / hundreds) is equal to (10 / 100 / 1,000 etc), we must regroup to the column on the left.

(First number) can be partitioned into (number) tens and (number) ones.

(Second number) can be partitioned into (number) tens and (number) ones.

(number) tens + (number) tens = (number) tens.

(number) ones + (number) ones = (number) ones.

(number) tens + (number) ones = (number)

- For $23 + 21$. 23 can be partitioned into 2 tens and 3 ones. 21 can be partitioned into 2 tens and 1 one.
- $2 \text{ tens} + 2 \text{ tens} = 4 \text{ tens}$; $3 \text{ ones} + 1 \text{ one} = 4 \text{ ones}$; $4 \text{ tens} + 4 \text{ ones} = 44$
- (number) plus (number) is equal to one hundred.
- 70 plus 30 is equal to one hundred.

Subtracting

(number) ones subtract (number) ones is equal to (number) ones. (number) tens subtract (number) tens is equal to (number) tens. (number) hundreds subtract (number) hundreds is equal to (number) hundreds.

- 5 ones subtract 2 ones is equal to 3 ones.
- 5 tens subtract 2 tens is equal to 3 tens.
- 5 hundreds subtract 2 hundreds is equal to 3 hundreds.

If we cannot subtract, we must exchange from the column to the left.

Vocabulary

Addend	Inverse
Column addition / subtraction	Minuend
Difference	Subtrahend
Exchange	Sum

3rd Grade

Order of Addition / Subtraction

For calculations involving both addition and subtraction, we can add then subtract or subtract then add. The final answer will be the same.

Rounding to estimate answers

(First number) is close to (number).

(Second number) is close to (number).

When (adding / subtracting) (first number) to / from (second number) the answer will be approximately (number).

- *3,981, is close to 4,000.*
- *8,231 is close to 8,000.*
- *When adding 3,981 to 8,231, the answer will be approximately 12,000.*

Vocabulary

Approximate

Approximately

Estimate

Estimation

4th Grade

Addition / Subtraction General

If one addend is increased by an amount and the other addend is decreased by the same amount, the sum remains the same.

If one addend is changed by an amount and the other addend is kept the same, the sum changes by that amount.

If you have increased or decreased the minuend and subtrahend by the same amount, the difference stays the same.

Addition and Multiplication

When a whole is split into equal parts, it can be both an additive and a multiplicative number sentence.

Missing Number Calculations

For a question where the whole is split into three parts and two of the values are known.

The sum of the two known parts plus the missing part is equal to the whole. The whole minus the two known parts is equal to the missing parts.

Estimation to Check Answers

(First number) rounds to (number).

(Second number) rounds to (number).

When (adding / subtracting) (first number) to / from (second number) the answer will be approximately (number).

- *2,105, rounds to 2,000. 13,967 rounds to 14,000. When adding 2,105 to 13,967, the answer will be approximately 16,000.*

Vocabulary

See vocabulary from previous year groups.

5th Grade

Order of Operations

PEMDAS tells us the order in which to complete a calculation. We do Parentheses, Exponents, Multiplication, Division, Addition and Subtraction. A parentheses is used to tell us which part of an equation to do first according to PEMDAS.

Vocabulary




See vocabulary from previous year groups.

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