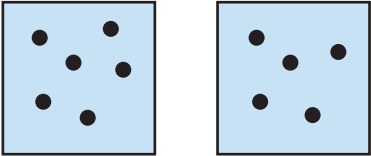
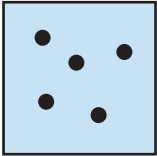
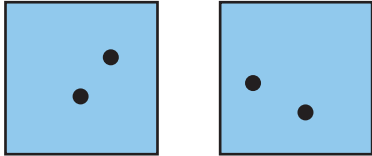
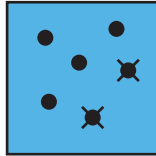



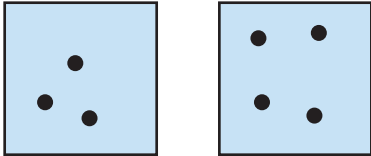
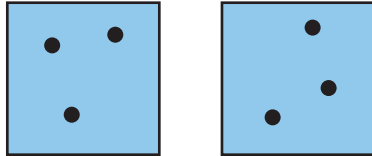
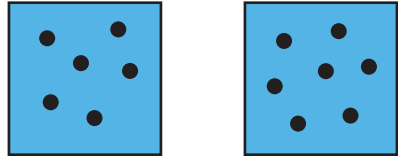
# Changing Both Sides of a Sentence

NCTM Standards 1, 2, 6, 7, 8, 9, 10

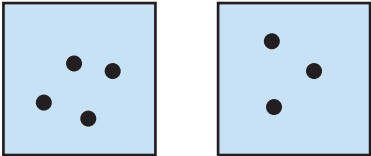
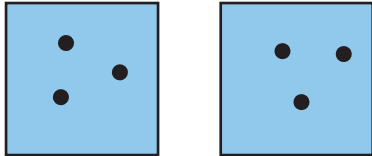
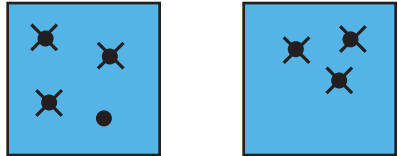
Write  $<$ ,  $>$ , or  $=$ .

1.   and  so  

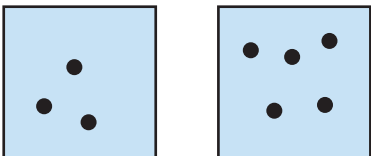
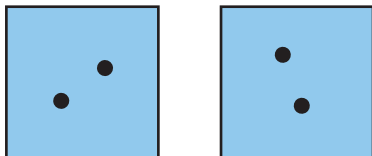
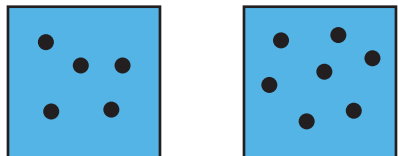
6  $>$  5 and 2  $=$  2 so  $6 - 2 = 5 - 2$

2.  and  so 

3  $=$  3 and 3  $=$  3 so  $3 + 3 = 4 + 3$

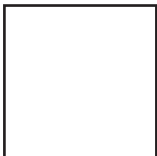
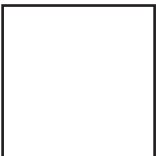

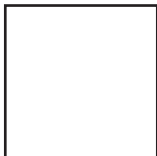
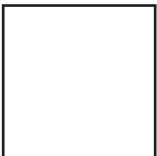
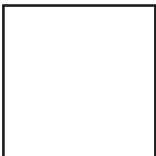
3.  and  so 







4  $=$  3 and 3  $=$  3 so  $4 - 3 = 3 - 3$

4.  and  so 

3  $=$  5 and 2  $=$  2 so  $3 + 2 = 5 + 2$

5. Make your own.

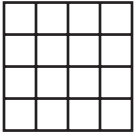
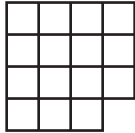


  and   so  

  $\bigcirc$   and   $\bigcirc$   so   $\bigcirc$  

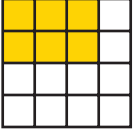
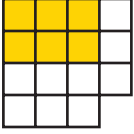


**NOTE:** Your child is learning what happens when the same number is either added to or subtracted from both sides of a number sentence.

# What are the missing numbers and symbols?

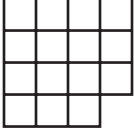
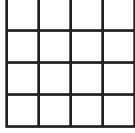


6.    

$\boxed{16} > \boxed{15}$  and  $\boxed{6} \bigcirc \square$

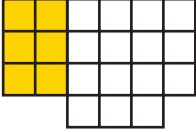
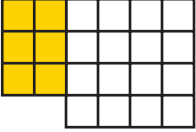
so  

$\boxed{16} - \boxed{6} \bigcirc \square - \square$

$\square \bigcirc \square$

7.    

$\square \bigcirc \square$  and  $\square \bigcirc \square$

so  

$\square + \square \bigcirc \square + \square$

$\square \bigcirc \square$