

Removing using bar models activities



1 Remove a part, name what is left

Students build a whole from two parts in the bar, remove one part, and say “whole __ remove __ is __.”

“What is your whole? Remove one part — which part is left?”

“Say it all: whole, remove the part, the part that is left.”

2 Same whole, remove either part

From one whole, students remove one part and note what is left, then rebuild and remove the other part instead. They compare the two results.

“Remove this part — what is left? Rebuild and remove the other part — now what is left?”

“Why is what is left different each time?”

3 Given the whole and the part removed

Name a whole to ten and a part to remove — for example ten, remove three. Students build the whole, remove the part, and find what is left.

“Ten, remove three — how many are left?”

“How does the bar help you see the part that is left?”

4 Non-example: not actually removing

Slide a part to the side but leave it in the bar, then count all of them and call that the answer. Ask whether the part was really removed.

“I moved the part but left it in the bar, then counted them all. Did I remove it?”

“Removing means taking the part out. What is left is only the other part — how many?”

Removing bar mat

Print on A4 landscape. Laminate for repeated use. Build the whole from two parts, remove one part, and read what is left. Then fill in: whole remove part is part.



the whole

part

part

partpart

REMOVE

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