# Inverse Pairs

**Motivation:**

Greater understanding of the links between operations, in order to prepare for applying them with algebra

**Prior Knowledge:**

To move terms around an expression

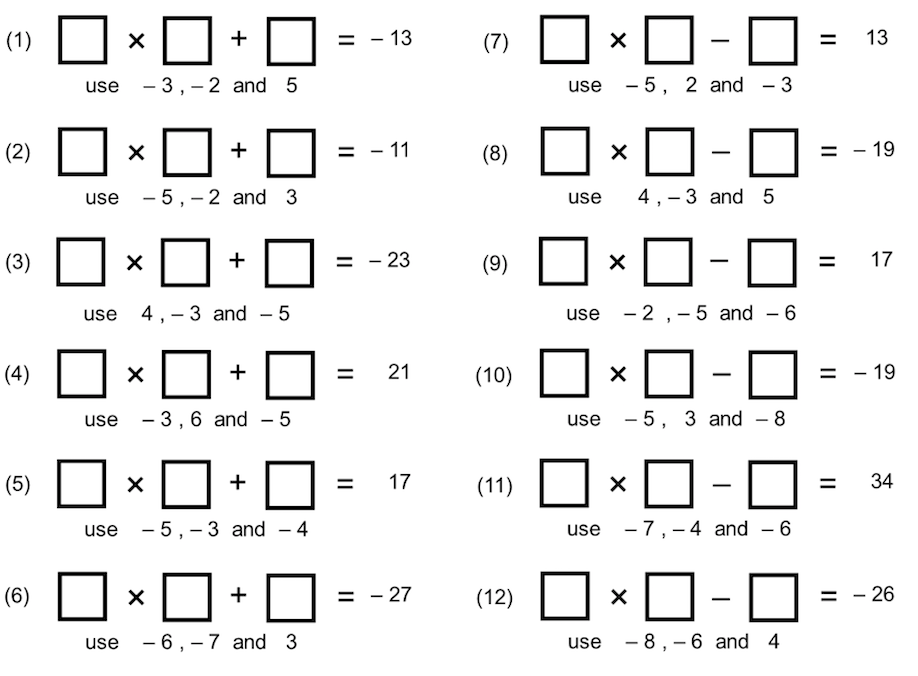
To move numbers round within a term

### Check:

Show me on a mini-whiteboard the easiest way to calculate these:

Re-teach if necessary.

For those with secure understanding:



### Intro:

Calculate the following:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 

Check question 6, 8 carefully.

Class discussion: those who worked quickly - what did you notice that helped to speed up the process?

### Aim:

To know the meaning of an inverse pair of operations

To understand that

And that .

### Activities:

Discussion of how to simplify the following

Either by commuting the multiplication or by moving the

What the two equivalent options here?

Taking care that the inverse pair does not ‘disappear’ here

Exercise: Sections A-E from Operations G worksheet

### Aim:

To recognise inverse pairs within a calculation

### Activities:

Worksheet section G – Choose the easiest calculation