

Finding Equals

Adult Guidance with Question Prompts



Children learn how to find and represent equal values and use the equals sign in an equation. In this activity, they recognise numbers that have been represented in different ways and write them in digit form. They can then represent these digits using other equipment or pictorially. For the last part of the activity, children will need equipment – for example number shapes, base ten or ten-frames.

What does the '=' symbol mean?

What number can you see represented here?

How do you know?

How many tens?

How many ones?

How would you write this number as a numeral?

How could you represent this number in a different way?

What equipment could you use?

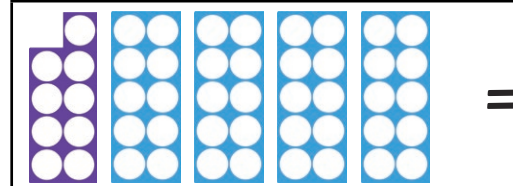
How could you draw it?

How do you know it is equal?

Finding Equals

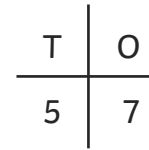


Complete these equations by writing in digits.



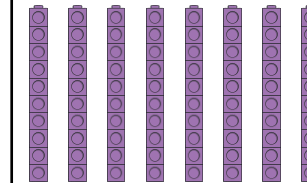
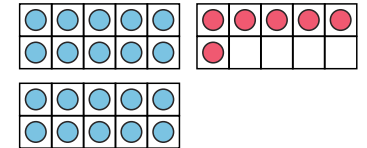
=

is equal to **sixty-two**



is the same as

=



equals

Find another way to represent each of these numbers. You can use equipment or do a drawing.

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Children learn how to find and represent equal values and use the equals sign in an equation. In this activity, children use their reasoning skills to answer a true or false question and work out whether both sides of the calculation are equal or not. In the last part of the activity, children will need number shapes and interlocking cubes (or base ten).

What does the '=' symbol mean?

What does each object represent? Are they all worth the same?

There are five objects in each group. Does that mean they represent the same number? Why not?

How could you change one of the numbers to make the calculation equal?

If you removed one of the objects from each side, you could make the numbers equal. Which object would you remove and why?

Can you show me, using equipment, an example when this statement could be true?

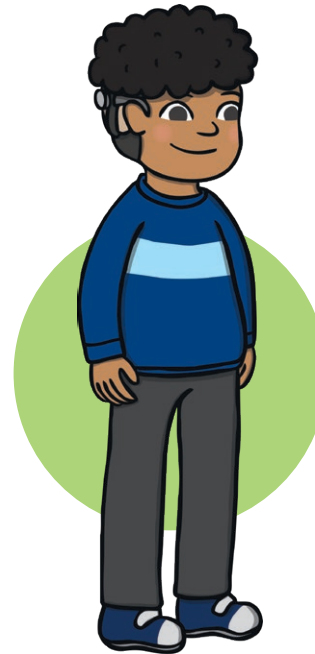
Are there any other ways it could be true?

Can you show me another example when it is false?

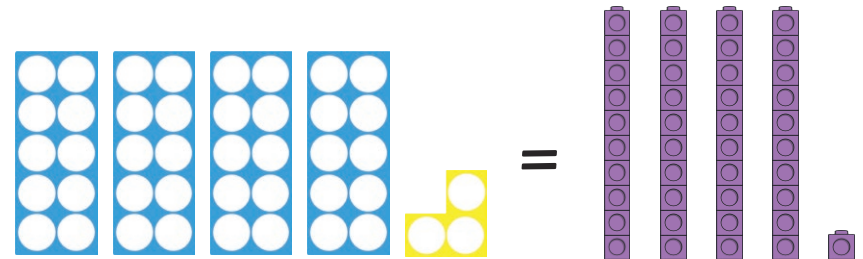
Finding Equals



True or false? How do you know?



Each number has the same amount of objects. This means that they have an equal value.



Use interlocking cubes and number shapes. Can you make an equation where this is true?

What about one where it is false?

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Children learn how to find and represent equal values and use the equals sign in an equation. In this activity, children use their knowledge of partitioning in different ways to find all the representations that are equal to a given number. Children will need access to various types of equipment, such as base ten blocks, number lines, place value cards or number shapes. They could also draw different representations, such as part-whole models, bar models, place value charts or tally marks.

Which values are equal to 65? How do you know?

Which values are not equal to 65? How do you know?

Can you prove it using equipment or a drawing?

What other representations of 65 can you make with equipment?

What other representations of 65 can you draw?

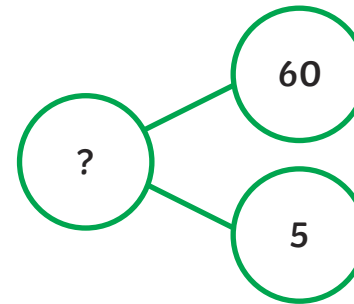
Finding Equals



Find all the values that are equal to 65.

6 tens and 5 ones

$40 + 15$



sixty-five

60, 61, 62, _____, 64

t	0
6	0

$60 + 6$

$30 + 35$

6 ones and 5 tens

How many other ways can you represent 65?
Draw or use equipment to show them.

49

62

57

26

80



False. 43 is not equal to 41. If you removed the three shape from the number shape group and the single block from the interlocking cubes, the statement would be correct because both sides would be 40.

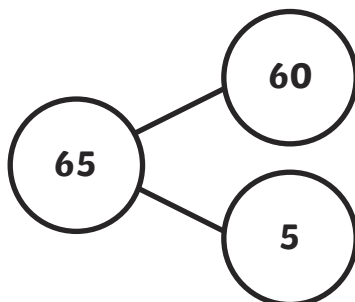


Children might find other ways the statement could be true, e.g. 2 tens shapes and 2 towers of ten number cubes.

Rings around:

6 tens and 5 ones

sixty-five



30 + 35



Children make or draw any correct representations of 65.