

SAINT PIERRE LEARNING RESOURCES

SAINT PIERRE LEARNING RESOURCES

MATHEMATICS | QUARTER 1 | DAY 4

1ST GRADE

Balanced Equations: True or False?

STANDARDS-FIRST PLANNING

Verified NC alignment: NC.1.OA.7 - Apply understanding of the equal sign to determine if addition/subtraction equations are true.

Student target: I can decide whether two sides of an equation show the same value.

Success criteria: Use a drawing or cubes to check 4 of 5 balance equations accurately.

Teaching overview

Focus on the equal sign as a relationship rather than a signal to write the answer. Equations place operations on both sides.

Materials & setup

- Two-color linking cubes
- Balance mat or drawing of two pans
- Number lines 0-20
- Equation cards and dry-erase markers

Exactly 80 minutes: daily flow

COMPONENT	TIME
Warm-Up / Spiral Review	8 min
Visual Mini-Lesson	12 min
I Do	10 min
We Do	12 min
Small Group / Centers	18 min
Independent Practice + Early Finisher	15 min
Exit Ticket / Closure	5 min

Early finisher work is completed within the independent-practice block; it does not add time beyond 80 minutes. Quarter placement is a proposed local instructional sequence, not a state-mandated pacing map.

8 min | Warm-Up

Spiral: solve familiar within-20 facts using count-on or make-ten. Then ask "Does equals mean answer comes next?"

12 min | Visual Mini-Lesson

Build $3+4$ on the left and 7 on the right with cubes. Show the two pans balance. Change the right to 8; students see mismatch.

10 min | I Do

Think aloud through $6+2 = 5+3$. Compute both sides separately, compare 8 and 8, and mark TRUE.

12 min | We Do

Check 4 equations together. For each, ask "Left value? Right value? Same or different?"

18 min | Centers

Rotate 6 minutes: cube balances, true/false sort, and fix-the-equation.

15 min | Independent / Challenge

Students evaluate 12 new equations and justify at least two. Early finishers build equivalent equations.

5 min | Exit

Three items: one true, one false, one correction. Students justify one answer.

Differentiation and access

Support: Use numbers ≤ 10 and physical cubes on both sides of a balance mat.

Core: Judge equations with operations on both sides within 20.

Extension: Create two different equations that have the same value on each side.

Language: Use sentence frame: "The left is _____. The right is _____. The equation is _____."

Misconception to watch

Some children see $4+2=3+3$ as false because no single answer follows the equals sign. Compare values of both sides physically.

Evidence to collect

Record whether each child calculates BOTH sides before deciding.