

All Things Being Equal III

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Summary	The students will write equations to represent verbal statements and successive transformations that maintain or do not maintain the equality.
Goals	1. To work with equations and changes involving unknown amounts and variables.
Materials	Overheads, Handouts
Keywords	Contextualized Situations Equivalences Full Class Discussion Interpretation of Stories Small Group Work

Activity Plan:

Solving Verbal Problems

1. Representing a verbal problem [Whole Class]

Present the problem on the page 1 overhead.

Discuss with the children how to represent the different steps of the problem as equations.

Ask them to answer the questions on the equality between the two amounts and to explain their answers.

2. Representing another problem [Group Work/Whole Class]

Distribute the handout on page 2 and ask each child to represent each step of the problem and to decide on whether or not the amounts remain equal. Ask a few children to present their answers.

3. Homework (Page 3)

Students will represent another problem similar to the ones they worked with in the classroom.

Sean and Maria each have a collection of cards. They counted their cards and found that they had the same number of cards.

Sean found 3 cards in the street and his brother gave him 2 more cards. At the same time, Maria bought 5 cards to add to her collection.

Do you think that Maria and Sean still have equal amounts of cards?

What if Sean gives away 6 cards and Maria loses 6 cards? Would they still have equal amounts of cards? Explain why.

Handout: Represent the Problem, Step by Step
(Page 2)

Name: _____ Date: _____

Write an equation for each statement:

Sean and Maria counted their cards and found that each had 10 cards.

Sean bought a few cards but then he lost all the new cards he had bought.

The next day Maria gave 4 cards to her little sister and Sean gave 1 card to his little brother

Answer the following:

Do Maria and Sean still have equal amounts of cards?

Explain:

**Overhead and Homework: Represent the Problem,
Step by Step
(Page 3)**

Name: _____ Date: _____

Write an equation for each statement:

Miguel and Sara counted their money and found that each had 12 dollars.

Miguel spent some money to buy candies and Sara spent the same amount of money to buy an ice cream.

Then their uncle gave each of them 5 dollars. They decided to buy more candies and ice cream with the 5 dollars they each received.

Answer the following:

Do Miguel and Sara still have equal amounts money?

Explain why.