

Algebra

Goal of the lesson:

To introduce students to the equal sign.

The SmartBoard lesson has been created to compliment the math lesson plan I made for a grade 1 math class to introduce the concept of the equal sign.

Lesson objectives

Teachers' notes

Subject: Mathematics

Topic: Algebra

Grade(s): 1

Prior knowledge: Addition

Cross-curricular link(s): -

Lesson notes:

See notes below.

Lesson objectives

Teachers' notes

Slide 1:

The teacher will introduce the topic and ask the class to brainstorm ideas about when they use the equal sign. This will just be a discussion.

Slide 2:

Review what it means for a number to be greater than another number.

- The greater number is the bigger number. This assesses students' sense of number sequence.
- Invite students to come to the board and circle the greater number. There are 6 questions. The last one is equal. Ask students why the numbers are equal (they should know that it is because they are the same).

Slide 3:

Review what it means for a number to be less than a number. Terminology is important so make sure the students use it when they are circling their answer on the SmartBoard.

> There are 6 questions.

Slide 4:

- Now that students have reviewed number sense, you are going to use simple addition to and decided whether or not scale is balanced (the same as/ equal) or tilted (uneven).
- Ask the students how many fish go on each side. The teacher should drag the fish onto the scale this time.
- Once the students have agreed that there are the right numbers of fish on the scale, ask them whether or not the scale is balanced (there are the same number of fish on both sides) or if it will be tilted (it is unequal).
- Press the play button to find out the answer.
- Review that there were the same number as fish on both sides of the scale.

Slide 5-7:

- Invite the students one at a time to come up to the board and put the correct number of items on the scale.
- Ask the class if they think the scale is balanced or tilted.
- Press play and find out the answer.
- Discuss the qualities that make it balanced/tilted.

Slide 8-9:

- Now the class will brainstorm and make a web of what makes an equation balanced/tilted
- Teacher writes the students answers on the board. Students listen and take notes.

Slide 10:

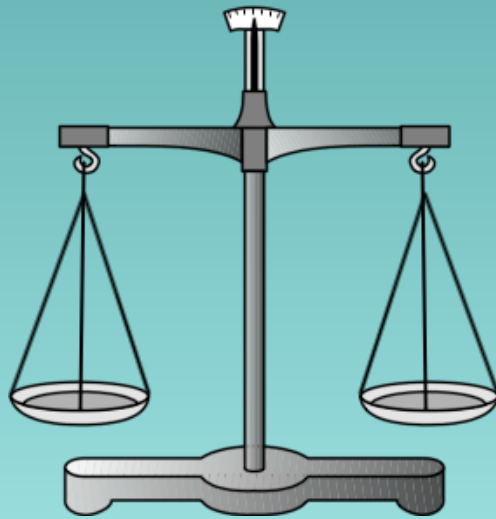
- Ask a student to come click what is next . This will lead into your next lesson.

The Equal Sign



Balanced?

Equal?



Tilted?

Circle the GREATER number

3

1

4

6

18

20

9

5

30

34

7

7

Circle the LESSER number

5

2

6

9

27

14

3

8

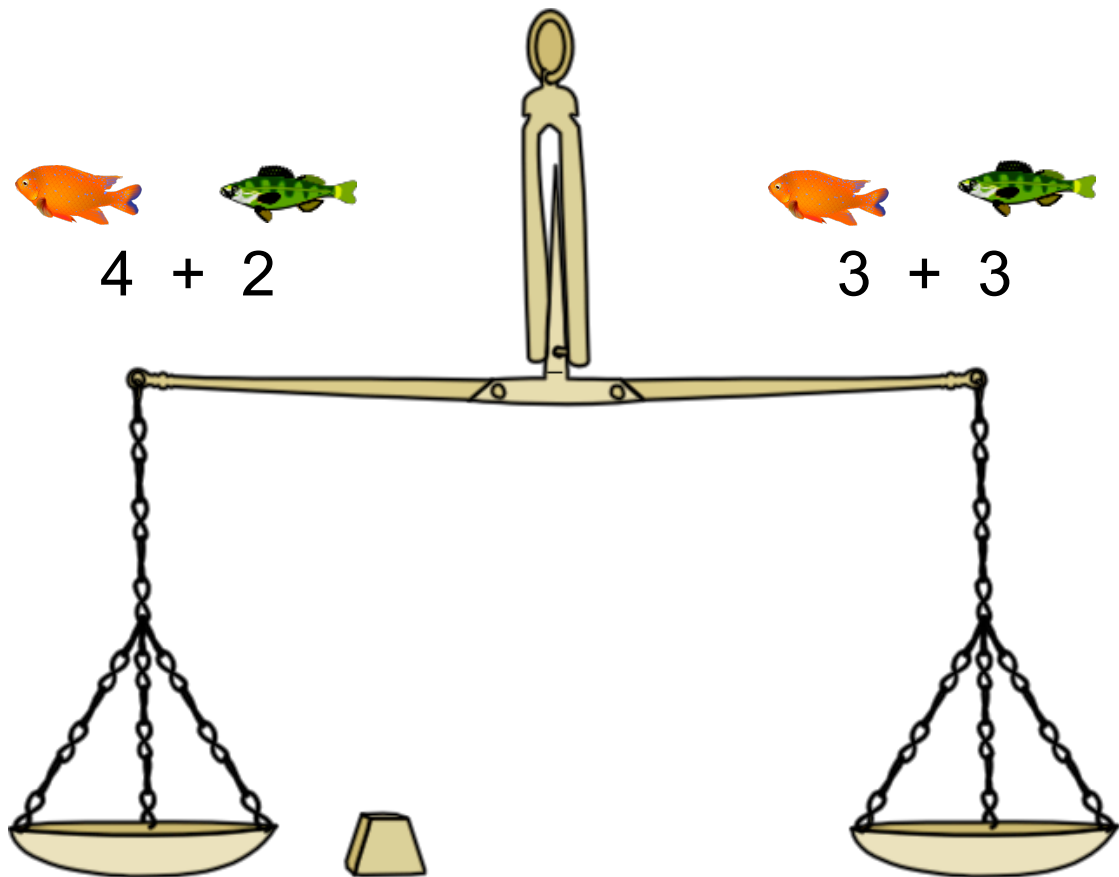
9

2

15

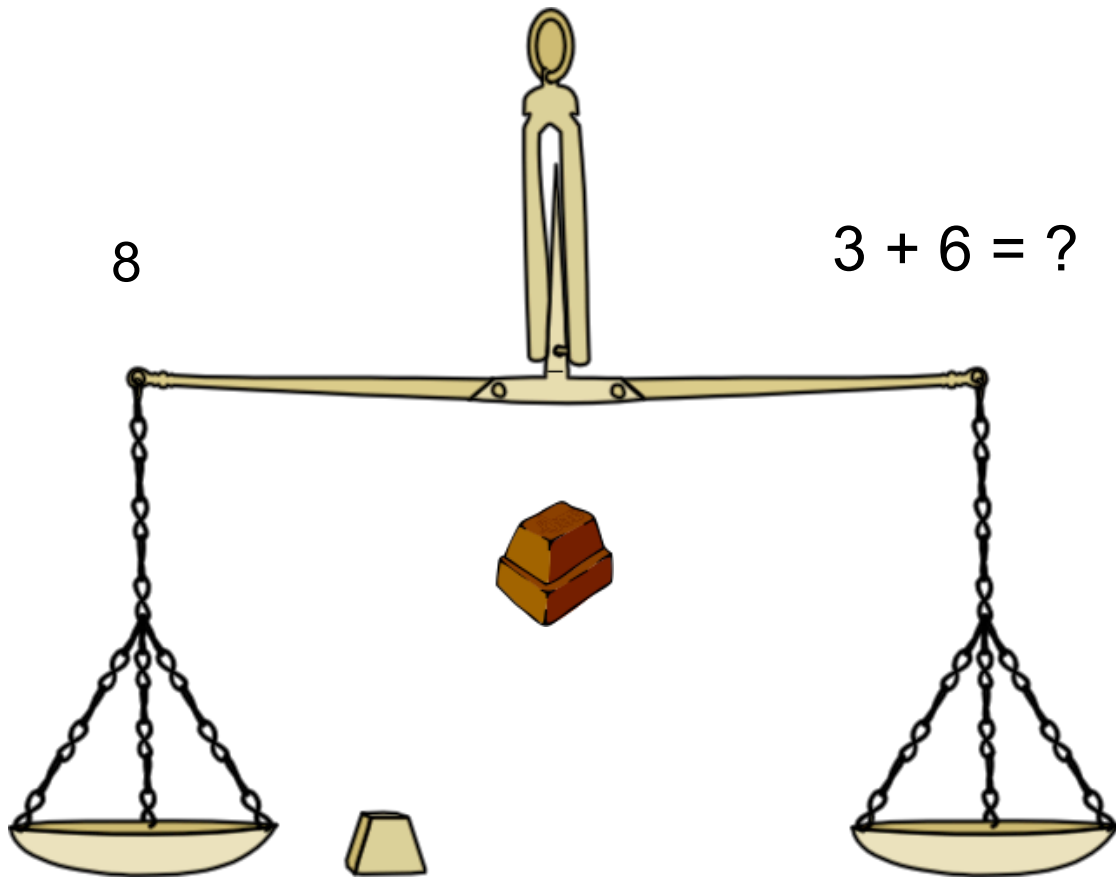
16

Is the scale **BALANCED** or **TILTED**?
Put the fish on the balance to find out!



Are these equations balanced?

Put the chocolate on the scale to find out

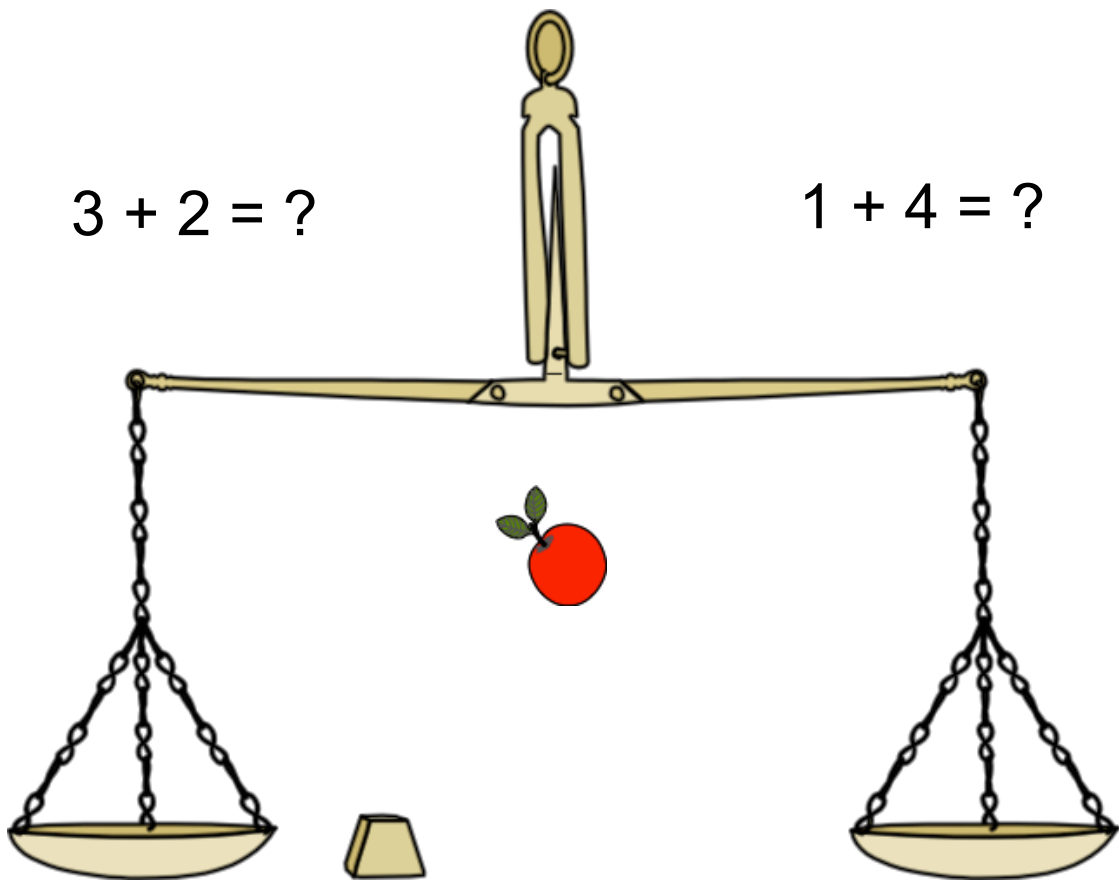


Are these equations balanced?

Put the apples on the scale to find out

$$3 + 2 = ?$$

$$1 + 4 = ?$$

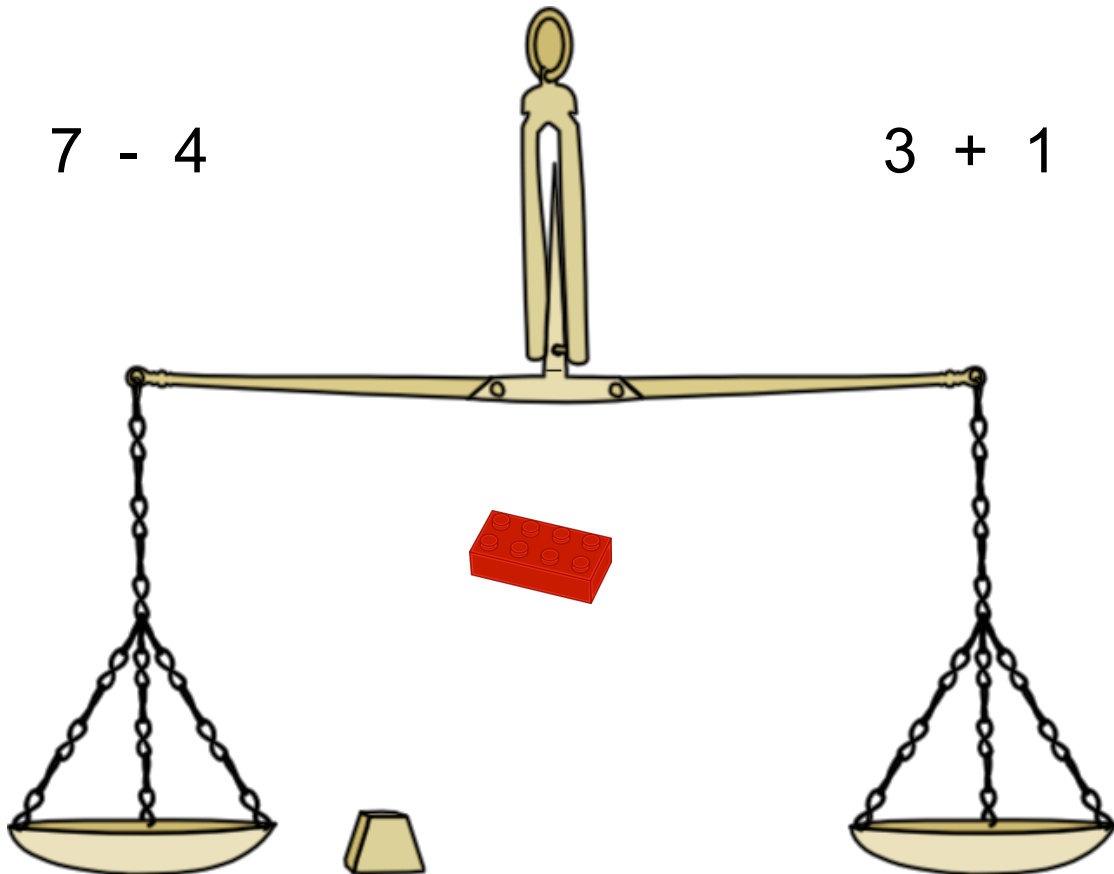


Are these equations balanced?

Put the Lego on the scale to find out

$$7 - 4$$

$$3 + 1$$





Balanced



Titled



YAHOO

What's Next??