

Same or Not?

Students use counters and dot groups to compare two number stories.

1.CE.1.j "Use concrete materials to model, identify, and justify when two expressions are not equal (e.g., $10 - 3$ is not equal to $3 + 5$)."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 SAME OR NOT _____

a	SAME	NOT	MAYBE
b	SAME	NOT	MAYBE
c	SAME	NOT	MAYBE

2 SHOW IT _____

a	● ●	● ● ●	● ● ● ●
b	● ● ● ● ●	● ● ● ●	● ● ●
c	● ● ● ●	● ●	● ● ●

HOW TO RUN THIS PAGE

Give each student small counters before reading the sheet aloud. Students build each oral number story, compare the amounts, and use the printed words or dot groups to show whether the amounts are the same or not the same. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • SAME OR NOT

SAY “The words say SAME, NOT, and MAYBE. Use your counters to build each two number stories I say, then circle the word that tells if the amounts are the same or not the same.”

ROW	SAY	STUDENTS CIRCLE
a	Does four plus two have the same amount as seven minus one?	SAME
b	Does five minus one have the same amount as two plus one?	NOT
c	Does three plus three have the same amount as five minus two?	NOT

PART 2 • SHOW IT

SAY “Each row has dot groups. Use your counters to build both number stories I say, then circle the dots that show the second story. Tell how the two amounts are the same or not the same.”

ROW	SAY	STUDENTS CIRCLE
a	Build five minus one. Now build two plus one. Which dots show two plus one?	3 dots
b	Build three plus two. Now build six minus two. Which dots show six minus two?	4 dots
c	Build seven minus three. Now build one plus two. Which dots show one plus two?	3 dots

WHAT TO ACCEPT

Part 1 answers are SAME, NOT, NOT. Part 2 answers are 3 dots, 4 dots, and 3 dots. Accept an oral justification such as saying the two amounts are different after the student models both with counters.