

Counter Balance

Students use counters to model and identify true addition equations.

1.CE.1.k "Use concrete materials to model an equation that represents the relationship of two expressions of equal value."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	$1+2=2$	$1+2=3$	$1+2=4$
b	$3+1=3$	$3+1=2$	$3+1=4$
c	$2+3=5$	$2+3=4$	$2+3=6$

2 TRACE IT _____

$4 + 1 = 5$
$2 + 4 = 6$

HOW TO RUN THIS PAGE

Give each student a small set of counters, such as linking cubes or two-color counters. Read each row aloud as students build the two groups, join them, and choose the equation that shows equal amounts on both sides. In Part 2, students use counters to check each equation before tracing it.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Use your counters for each row. Make the two groups I say, put them together, and listen as I read the equations. Circle the equation that shows what your counters made.”

ROW	SAY	STUDENTS CIRCLE
a	Can you make a group of one counter and a group of two counters, then put them together? Which equation shows what you made?	1+2=3
b	Can you make a group of three counters and a group of one counter, then put them together? Which equation shows what you made?	3+1=4
c	Can you make a group of two counters and a group of three counters, then put them together? Which equation shows what you made?	2+3=5

PART 2 • TRACE IT

SAY “Look at each equation. Can you use counters to make both sides, check that they have the same number, and trace the equation?”

- Box 1: **4+1=5**
- Box 2: **2+4=6**

WHAT TO ACCEPT

Part 1 answers are row 1, middle equation; row 2, right equation; row 3, left equation. Accept traced equations that are legible, with counters used to show matching totals on both sides.