

## Equivalence up to One Hundred



The interactive white board tool for this lesson can be found on our website under Resources and Teacher Tools. ([www.dreambox.com/teachertools](http://www.dreambox.com/teachertools))

In this DreamBox lesson, students use two expressions that each have one to three addends to engage students in understanding equivalence of numbers and expressions up to one hundred.

### Sample Lesson

**Objective:** Students will use snap blocks to determine the equivalence of two expressions.

**Background:** Students should have automaticity using fives and tens.

**Instruction:**



1. Begin by reviewing variables and asking students the following question:
  - What is a variable? (A: an letter that represents a number)
  - Can a variable represent any number? (A: yes)
  - Do two variables that are the same letter also represent the same number? (A: yes)
2. Once students have had a chance to discuss the questions as a class, invite one student to come to the board and create an equivalent amount on both the top and bottom rows. Then have the student explain how they determined the blocks were equivalent.
 

**Possible starting answers:**

  - I chose the two letters (variables) because they have the same number (value).
  - I chose 75 on the top and 65, 5, and 5 on the bottom. They both equal 75.
3. Ask another student to come create a second equivalent equation (if possible) and explain how they determined the equivalence. Repeat this step until there are not more possibilities. Then have the students explain why the expressions are (or are not) equivalent.
 

**Possible Answers:**

  - They (the expressions) are the same because all of the snap blocks were used and they lined up.



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- I created 2/3/4 sets of equal amounts so they expressions are equal.
  - The expressions are not equal because the last set did not line up.
4. Repeat the steps from above giving multiple students the opportunity to participate.

As an alternative, this activity can be used in centers and the explanations can be written in the students' math journal.