

## Purpose & SOL

- The student will demonstrate an understanding of equality/inequality by recognizing the symbols  $=$ ,  $\neq$  in various representations.
- Math 1.18, 2.22

## Materials

- Print, cut and (laminare) selected cards from <https://www.teacherspayteachers.com/Product/Common-Core-Math-Equal-Equations-Grade-1-498373>
- [Common Classroom Exercises](#)
- Attached examples of assigned exercise cards (any exercise choice may be used)

Length  
25 min.

## Introduction

Have the class warm-up by making the equals ( $=$ ) symbol with their forearms in front of them and squatting while saying, “equal.” Alternately, have them do a diagonal slash across their body saying “not” and then make the ( $=$ ) arm symbol and squat. Teacher or student can call out the term and class will exercise out.

## Implementation

## Exercise the Answer

- 1) Place students in partners.
- 2) Place task cards in a pile. First student selects one task card and decides if it is equal or not equal.
- 3) Students perform an exercise to show if their task card is equal or not equal. Determine the amount of repetitions.
  - a. Students may choose the exercise each time or assign an exercise for equal and not equal (see attached posters)
- 4) Next student pulls a card and the process continues until cards are finished or time expires.

## Cool Down

Students breathe in raising their arms above their head and slowly exhale as they lower them to their side. Complete ten times.

## Modifications

Students can create a T-Chart and record their number expressions as either “equal” or “not equal.”  
Card sets have many representations of equality.



# Equal (=)

## Jumping Jacks



# Not Equal ( $\neq$ )

## Toe Touches

