

What's My Sign?

Purpose

Students will practice using the symbols +, −, and =.

Materials

For the teacher: overhead numerals 0 to 20; symbols +, −, =

For each student: cards with the numerals 0 to 20 and the symbols +, −, =; copy of Black Line Master (BLM) *What's My Sign?*

Activity

A. Introduction

1. Show students the number sentence “2 and 3 equal 5” with overhead numerals. Under it write “ $2 + 3 = 5$.”
2. Ask students: “Mathematicians many times use symbols instead of words in a math sentence. Can you think of reasons why?”
3. Say: “We use different symbols for problems we know how to do. For instance, ‘+’ means add or put together, ‘−’ means subtract or take away, and ‘=’ means equal.”
4. Ask students to show you missing symbols in number sentences (e.g., $4 \pm 3 \equiv 7$).

B. Student Activity

1. Give each student a set of the cardstock numerals and symbols.
2. Write different number sentences on the board or overhead omitting the symbols.
3. Have the students display the numbers on their desks and insert the appropriate operational signs.
4. Fill in the correct signs on the overhead.
5. Have students complete the BLM *What's My Sign?*

EXTENDING THE ACTIVITY



Have groups of three or four students use a set of cards with 10 copies of the numbers 0 to 9 and the symbols +, −, and =. Have each student select 10 cards and try to make number sentences with them. Tell students that each number sentence scores a point and students draw again until all the cards are used.

INCORPORATING TECHNOLOGY




Have students practice using +, −, and = buttons on a calculator to solve addition and subtraction sentences through 20.


Standards Links
1.2.1, 1.2.2, 1.2.7


Questions for Review

Basic Concepts and Processes

After the activity, ask students the following questions to gauge their understanding of the Standard Indicator:

 What signs should you put in this number sentence: [*insert number sentence*]?

 Does that make a true sentence?

 How do you decide which symbols to use?

Name: _____

What's My Sign?

Complete these math sentences by writing +, -, or =.

1. $2 \underline{\quad} 3 \underline{\quad} 5$

2. $6 \underline{\quad} 1 \underline{\quad} 7$

3. $8 \underline{\quad} 2 \underline{\quad} 6$

4. $5 \underline{\quad} 5 \underline{\quad} 10$

5. $5 \underline{\quad} 3 \underline{\quad} 2$

6. $9 \underline{\quad} 3 \underline{\quad} 6$

7. $4 \underline{\quad} 0 \underline{\quad} 4$

8. $6 \underline{\quad} 4 \underline{\quad} 10$

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Teacher Directions

Distribute the BLM *What's My Sign?* and have students complete the mathematics sentences by writing +, -, or = in the appropriate spaces.

Answer Key

1. +, = 2. +, =

3. -, = 4. +, =

5. -, = 6. -, =

7. + or -, = 8. +, =