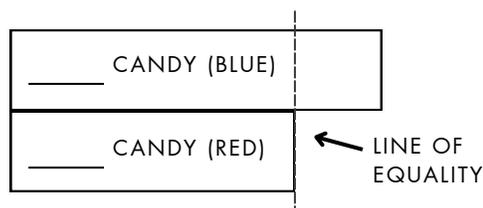


# How To Introduce a Compare Structure of Equality

**OPTIONAL MATERIALS:** DRY ERASE SENTENCE STRIPS, DRY ERASE MARKERS, SNAP CUBES

1. Display a number story that describes comparing 2 distinct sets.
2. Ask students to read the story in their brain two times **OR** read story aloud to the class two times.
3. Ask the following questions:
  - Does the story have a main character? If yes, who/what is it?
  - What's the setting of the story?
  - Does the story have an action or verb? What is it?
  - What is the thing or item in the story that being compared?
  - What is the math main idea? (The story describes comparing two distinct sets.)
4. Say, **"We can map out this story using a graphic organizer called a Compare Structure of Equality."**
5. Draw the longer bar or use a sentence strip and then write the label with a blank in front of it. See example below. Say, **"This bar represents the value of the larger set described in the math story."**\*
6. Draw the shorter bar or use sentence strips and then write the label with a blank in front of it. See example below. Say, **"This bar represents the value of the smaller set described in the math story."**\*
7. In parentheses write a descriptor of the unit on both bars. Say, **"These descriptors will help us remember what is unique about each bar."**
8. Draw a line across the two bars where they are equal to each other. Say, **"This is the line of equality. It shows where the two bars are equal and where the 'more' is."** Point to where they are equal and to where the "more" is.
9. Say, **"Structures of Equality have three important elements to them."**
  1. *"They have values, which are represented by this blank line."* Point to the blank space before the values.
  2. *"They have labels, which are (insert label) in this story."* Point to the labels.
  3. *"They represent equality or the relationship occurring in the story."* Place your hand on the line of equality.
10. Say, **"When you map out a number story using a Structure of Equality, I can see what your brain is doing. They help us show the relationships occurring in the story."**
11. Remove the number story and say, **"Who can retell the number story using the Structure of Equality to help them?"**
12. Repeat daily without inserting numbers or solving until the students can draw a Compare Structure of Equality independently.

## EXAMPLE STRUCTURE



## USING SNAP CUBES

*\*Number stories can also be modeled using snap cubes. If you choose this option, use two different color snap cubes, one for the longer bar and one for the shorter bar.*

