

# Math 4 - Act. 11: Rock & Roll

## Summary

This fun activity will reinforce students' understanding of  $<$ ,  $>$ , and  $=$ .

## Materials

3 dice for each pair of students

Index cards with the  $<$ ,  $>$ , and  $=$  symbols on them (one set for each pair of students)

Large symbol cards for the teacher

## Background for Teachers

Students should have prior knowledge of what the symbols  $<$ ,  $>$ , and  $=$  stand for.

## Intended Learning Outcomes

4. Communicate mathematically.

## Instructional Procedures

### Invitation to Learn

What do these symbols mean?  $<$ ,  $>$ ,  $=$

### Instructional Procedures

Write the statement  $A + B \underline{\hspace{1cm}} C$  on the board.

Roll three dice but do not show the numbers to the class.

Have the students guess the numbers on the die. To do this, call on a student to guess a number. Hold up the appropriate symbol card ( $<$ ,  $>$ , or  $=$ ). This will narrow the choices. Continue until the students have guessed the three numbers.

Replace the variables in the equation with the numbers.

Have the students select the symbol that will make the number sentence true.

Run through several examples with the students using all of the operations.

After a few examples, put the students in pairs. One will roll the dice and the other will be the guesser.

## Extensions

### Possible Extensions/Adaptations

Follow the same procedure using subtraction, multiplication, and division.

Use the game board (included) and have the students follow the same procedure, but this time comparing two equations

### Homework & Family Connection

Give the students the game materials to take home and play with their families.

## Assessment Plan

Walk around and observe the groups while they are participating in the activity.

## Authors

[Utah LessonPlans](#)