

## INTERVENTION

**Equivalent Sentences  
 Involving Addition and Subtraction,  
 Describing the Equals Sign as Equality**  
Addition and Subtraction 12 Patterns and Algebra 7

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Add 3 or More Numbers Using Associativity ..... [page 2](#)

Progress Sheet ..... [page 3](#)

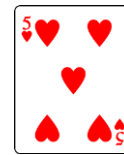


# Equivalent Sentences Involving Addition and Subtraction - Equals Sign as Equality

(Addition and Subtraction 12 Patterns and Algebra 7)

RESOURCES: playing cards, pencil, paper / Maths book

Select 2 numbers.



Record them on one side of a number sentence.

$$7 + 5 = \quad \text{OR} \quad 7 - 5 =$$

On the other side of the equals sign, record what numbers equal.

$$7 + 5 = 12 \quad \text{OR} \quad 7 - 5 = 2$$

Record the numbers on one side of a number sentence again.

$$7 + 5 = \quad \text{OR} \quad 7 - 5 =$$

Above the numbers, record what numbers equal.

$$\begin{array}{c} 12 \\ 7 + 5 = \end{array} \quad \text{OR} \quad \begin{array}{c} 2 \\ 7 - 5 = \end{array}$$

On the other side of the equals sign, record numbers and an operation that equal the same amount.

$$\begin{array}{c} 12 \\ 7 + 5 = 6 + 6 \end{array} \quad \text{OR} \quad \begin{array}{c} 2 \\ 7 - 5 = 3 - 1 \end{array}$$

Change the numbers and operation on one side of the equals sign to make numbers and an operation that equal the same amount.

$$\begin{array}{c} 12 \\ 8 + 4 = 6 + 6 \end{array} \quad \text{OR} \quad \begin{array}{c} 2 \\ 9 - 7 = 3 - 1 \end{array}$$

$$\begin{array}{c} 12 \\ 8 + 4 = 15 - 3 \end{array} \quad \text{OR} \quad \begin{array}{c} 2 \\ 9 - 7 = 1 + 1 \end{array}$$

Reflection: How can we create equivalent number sentences explaining that the equals sign means both sides are equal?

# Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as:  
**ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

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| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

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| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

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