

Balance Activity

Each group will make pan balance problems. The rope on the floor represents the pan balance. You will roll a die 3 times to get your target number. The first roll represents the digit in the hundreds place. The next roll provides the digit in the tens place. And the last roll gives the digit for the ones place. If a student rolls a 5, then a 2, and finally a 1, the target number would be 521. If there were 3 people in your group your problem might look like the following:



Each group will be the given operational symbols (\times , $-$, $+$, \div), relational symbol ($=$), and parentheses cards along with the number card each student receives to write one number of an equation. Once a group has created a balanced equation, they will stand on the “scale” so that the other group can check their accuracy.

Rubric: Pan-Balance Problem

	Needs Improvement (60 points)	Meets Expectations (80 points)	Exceeds Expectations (100 points)	Score (Average of three categories)
Cooperation	<ul style="list-style-type: none"> • Argued with group members • Did not want to share the work • Did not try to help group 	<ul style="list-style-type: none"> • Attempted to solve the problem • Offered solutions to the group • Explained work to others 	<ul style="list-style-type: none"> • Listened to others' ideas • Worked with students to create understanding • Solved the problem 	
Computation	<ul style="list-style-type: none"> • Problem was not written • Did not attempt to solve the problem 	<ul style="list-style-type: none"> • Attempted to solve the problem • Solution may have had careless errors 	<ul style="list-style-type: none"> • Correctly wrote equation • Explained strategy used to create the equation 	
Presentation	<ul style="list-style-type: none"> • Unable to present solution 	<ul style="list-style-type: none"> • Presented solution 	<ul style="list-style-type: none"> • Presented and explained the solution 	
				Score: