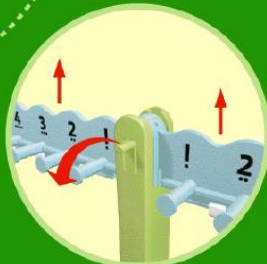
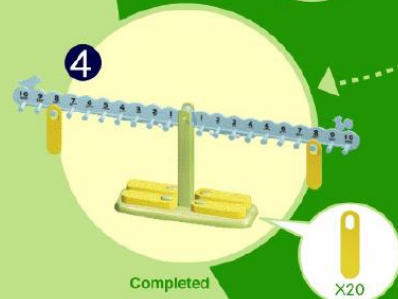
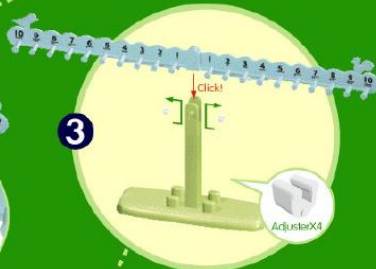
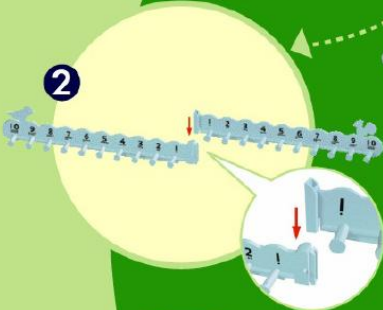
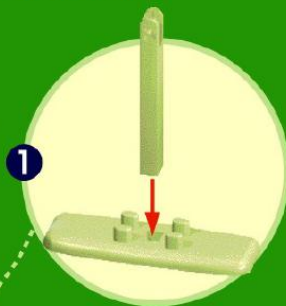




MATH BALANCE

STRUCTURE

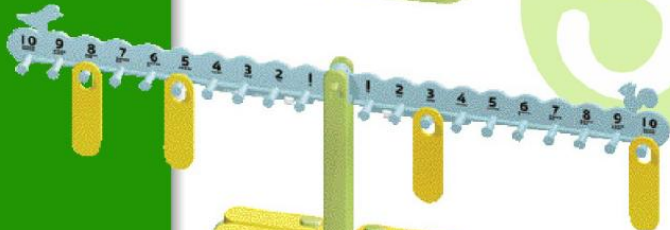
⚠ Assembly should be done by an adult.



TEACHING AID
#1603

- Used to display number relationships of equal to ($=$), greater than ($>$), less than ($<$).

- To operate addition, subtraction by placing weights on the pegs of balance beam.




MATH BALANCE

A balance that demonstrates equivalents and other math concepts.

GENIUS TOY TAIWAN CO., LTD.

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4+

> < =
+ - x



MATH BALANCE

A balance that demonstrates equivalents and other math concepts.

Introduction

We all know $2+2=4$, the simplest math problem. How did you learn it? How can you be so sure that is true? Did you just memorize it in first grade? Or, have you ever been taught by any special teaching aids? The Math Balance is a tool for teachers to use to give that physical intuition to each student. This balance can be used to solve simple math questions, and can also be used for teaching algebra.

The Math Balance is a simple T-shape balance with weights. It allows children to hang weights under any number on both sides of the balance. The best example for using Math Balance:

Greater than / Less than



$$5 > 3 \quad / \quad 3 < 5$$

Please hang one weight under number 5 on the left hand side, and hang another one under number 3 on the right hand side. The student can see the difference of number 5 and number 3, that is, 5 is greater than 3, or 3 is less than 5.

Addition



$$5 + 3 = 8$$

Please hang one weight each under 3 and 5 on the left hand side, and give one weight to the student. Let the student figure out where to hang the weight on the right hand side.

Subtraction

$$6 - 2 = 4$$

Please hang one weight under 6 on the left hand side, and hang one weight under 2 on the right hand side.

Give one weight to the student, and let the student figure out where to hang the weight on the right hand side to make it balance.



Multiplication



$$4 \times 2 = 2 \times 4$$

Please take two weights, hang them under number 4 on the left hand side, and take another 4 weights and hang them under number 2 on the right hand side. Then students can observe the equation.

$$4 \times 2 = 8$$

We can also take 2 weights, hang them under number 4 on the left hand side, and give only one weight to the student. Let the student figure out where to hang the weight on the right hand side.