

Comparing Numbers 1–10

About the Math

K.CC.6; K.CC.7

Students are beginning to understand that numbers represent a quantity. They have counted groups of objects and can name the quantity in a set (e.g., 5 stickers or 8 erasers). As students explore numbers, they create models of the numbers. They have made towers of connecting cubes or placed counters on ten frames to visualize quantities. They are noticing, with our help, that when they count, each successive number they say represents a quantity that is 1 more than the previous number said. Now, students use this information as they begin to compare quantities and numbers.

The key ideas focused on in this module include:

- comparing two quantities to decide which is more or less by using manipulatives or drawing pictures
- comparing two quantities to decide which is more or less by looking at the numbers.

When comparing groups of objects, students decide which group has more or fewer objects than the other. Counting and matching are two of the strategies students use. As students compare the heights of towers of cubes by placing them next to each other, compare rows of counters by matching them side by side, or count to compare the number of spaces filled by counters on a ten frame, they are making decisions about which number is greater or less (see Figure 5.1).

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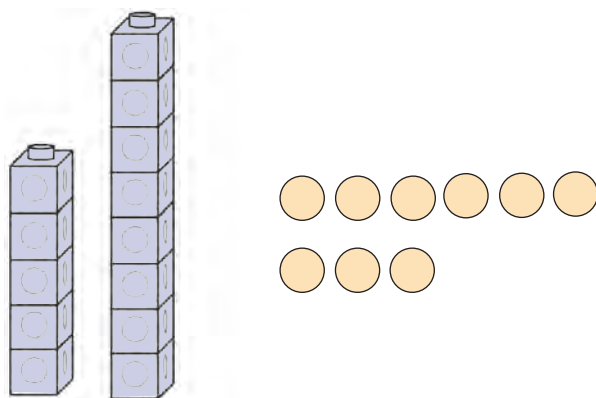


Figure 5.1 Students line up objects to compare quantities.

Students use matching and counting strategies to compare groups of objects, but after those experiences with objects, they are challenged to determine more or less when comparing numbers 1–10 without the objects.

Understanding the counting sequence, and the very important concept that each successive number is 1 more than the number before it, allows our students to make decisions based solely on the numbers. Looking at the order of numbers on number lines (see Figure 5.2) and hundred charts supports students as they internalize this concept.



Figure 5.2 Students circle numbers on a number line to compare them.

The timing for this will vary depending on the student, but the goal is for students to be able to compare numbers 1–10 by the end of the kindergarten year.

Learning Goals

I can tell which set has more or fewer objects.

I can tell which number is greater or less.

Exploring the Progression

PREVIOUS		NOW		NEXT
Preschool Possible familiarity with the words <i>equal to</i> , <i>more or less</i> , though unable to express the meaning	»	Grade K Comparing two quantities, first by using manipulatives or drawing a picture and then by looking at the numbers	»	Grade 1 Comparing two-digit numbers; learning the symbols for greater than ($>$) and less than ($<$)

Lessons in This Module

Comparing Groups of Objects

Comparing in the Classroom
 Towers of Cubes
 Matching Bears
Just Enough Carrots
 Using a Balance to Compare
 Building Numbers on a Number Strip

Comparing Written Numerals 1–10

Number Line Circles
 Target Number

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Ideas for Instruction and Assessment

COMPARING GROUPS OF OBJECTS

Students' initial experiences with comparing quantities help them make sense of the terms *more*, *less*, and *the same*. Students compare groups of objects to determine which group has more or less and draw pictures to compare quantities.

Comparing in the Classroom

This activity uses everyday classroom objects to help develop the meaning of the terms *more*, *less/fewer*, and *same*.

Show students 6 blue cubes and 4 red cubes.

Turn and ask your partner: Are there the same number of blue cubes as red cubes?

Is there more of one color? Which color?

What does it mean to have more?

How do you know there are more blue cubes?

Would it help if I line them up next to each other? Why?

Show students 3 pencils and 5 crayons.

Are there more pencils or crayons?

What could you do to help you decide which group has more?

Have 2 girls and 3 boys stand up.

Do we have more girls or more boys standing?

What could you do to help you decide which is more?

Record the word *more* on the word wall or Math Talk chart. Draw a row of 5 hearts and a row of 3 hearts. Ask students which is more and then circle the 5 hearts to show more.

Continue with examples of *more*.

If students are easily identifying *more*, continue with the following *less/fewer* and *same* examples. If not, continue working on *more* and address *less/fewer* and *same* at another time.

Show students 6 blue connecting cubes and 3 red connecting cubes.

Which group has less?

What could you do to help you decide which group has less?

What does it mean to have less?

We could also say we have fewer red cubes.

Record *less* and *fewer* on the word wall or Math Talk chart. Draw a row of 5 stars and a row of 3 stars. Ask students which is less/fewer and then circle the 3 stars to show fewer.

It is grammatically incorrect to say there are less objects in a set. There are actually fewer objects in a set, but we say that one number is less than another number. With that said, young students often understand the idea of more or less and so using both less and fewer is acceptable at this level, as long as we make sure to make the connections between fewer/less than and more/greater than.

Consistently ask students questions to clarify their thinking. If a student responds that pencils has more, ask them why rather than quickly dismissing the answer. It may be that he was thinking about the length of all of the pencils combined. Through continued questioning, you may see the answer in a new light, and your questioning prompts students to be precise in their talk about math ideas.

Differentiation

Many students arrive in kindergarten understanding the concepts of more, less, and same, but others may need repeated examples to develop the concept and language.

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Show students two cups, each holding 3 pencils.

Which cup has more pencils?

Hold up one of the cups.

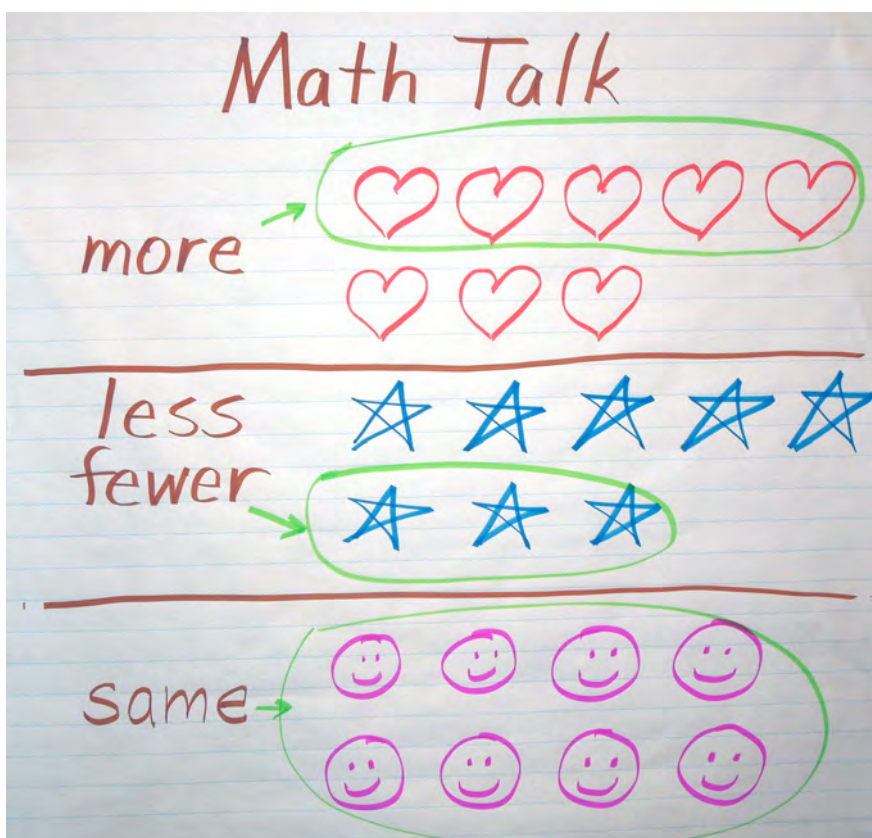
So this cup doesn't have more? And it doesn't have less?

What do we call that?

What does it mean if we say we have the same number of pencils?

Record the word *same* on your word wall or Math Talk chart. Draw a row of 4 happy faces and another row of 4 happy faces. Ask students which row has more and then circle both rows to show the same.

The formal terms of greater than, less than, and equal to are introduced in a later lesson.



Continue with examples as needed.

To conclude the lesson, provide a group of objects that all students can see (in the middle of a group seated on the floor, using a visualizer, among other ways).

Ask volunteers to divide the objects into two groups.

Which group is more? Explain.

Which group is less? Explain.

Are the groups the same? Explain.

Differentiation

For students who quickly understand more, less, and equal to, ask them to create their own groups of items to demonstrate each vocabulary term.

This math talk will provide students with more opportunities to gain understanding from other students' thinking.

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Towers of Cubes SHOW IT!

Students build towers with more or less than a specified number of cubes.

Create a tower with 6 cubes. Have students count the cubes in the tower you make.

Can you build a tower that has the same number of cubes as mine?

Observe students as they build.

How do you know yours is the same as mine?

Can you make another tower, this time with more cubes?

Observe students as they build.

How do you know this tower has more cubes than your other tower?

Ask students to count the number of cubes they have in their new tower and share the number.

Record the numbers on the board. Talk about each one of them as you record it.

Luis used 7 cubes. Is 7 more than 6? How do you know?

Kellen used 8 cubes. Is 8 more than 6? How do you know?

Have students take apart their “more” tower so they just have the original tower with 6 cubes.

Look at your tower. How many cubes are in your tower again?

Can you make another tower, this time with less, or fewer, cubes?

Observe them as they build.

How do you know this tower has fewer cubes than your other tower?

Ask students to count the number of cubes they have in their new tower. Ask them to share how many they used. Record the numbers on the board. Talk about each as you record it.

Bailey used 4 cubes. Is 4 less than 6? How do you know?

Colin used 2 cubes. Is 2 less than 6? How do you know?

Have students take apart all of their towers.

Now, I'd like you to build me a tower with 5 cubes, a tower with less than 5 cubes, and a tower with more than 5 cubes. Be ready to show me your towers and tell me about more or less.

Have students share their towers and discuss how they knew the towers were more or less.

This understanding has been developing as students explore counting, the recognition that each number in the counting sequence is 1 more than the number previously said.

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Matching Bears SHOW IT

Students explore the strategy of lining up and matching materials to compare them. Colored bear counters are used in this activity, but any colored manipulative will work.

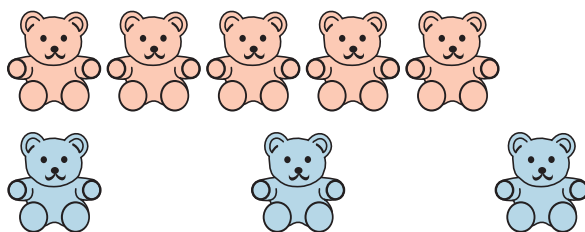
Make a pile of red bears and a pile of blue bears (no more than 10 in a pile). Do not line them up; just put them in a pile. It should be hard to determine the quantity simply from looking at the piles.

Which pile has more bears?

Talk to your partner. What could you do to make it easier to figure out which pile has more bears?

Have students share their ideas. Some may suggest counting them (a good suggestion). Others may suggest lining them up (another good suggestion).

Take the suggestion of lining them up and line them up without starting at a common starting point or with uneven intervals.

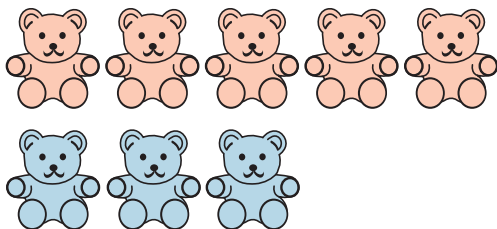


Does this help? Why or why not?

What could we do so we don't get confused?

Listen to students' suggestions. If no one suggests lining them up so they are next to each other (matching), suggest it through a think-aloud.

Maybe if I started here and lined them up so they are right next to each other, then I could see which line has more bears.



Which has more now? How can you tell?

Show with your fingers how you matched the first red and blue bears, then the second red and blue bears, then the third red and blue bears.

Now it is easy to see which has more.

Which has less? How can you tell?

Common Error

Students often line up counters with different starting points or gaps between objects so the comparison is not accurate. Specifically addressing ways to line up items is essential for many students.

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Give students zipper bags with two colors of bears and have them line them up, using matching to figure out which color has more or fewer bears (see photo).



This student lines up the bears to see which quantity is greater. Although she wrote the numbers, she was actually using the line of bears rather than the numbers to determine which was more. The next step will be determining which is greater by looking only at the numbers.

Just Enough Carrots

Students listen to *Just Enough Carrots* by Stuart J. Murphy and use the story context to explore more, less, and same.

Before Reading:

Ask students to turn to partners and discuss:

If I gave you 2 yummy pieces of candy, would you want to have more or fewer? Why?

If I gave you 3 smelly skunks, would you want to have more or fewer? Why?

What would you like to have more of?

What would you like to have fewer of?

Tell students you are going to read a story about more and fewer of things.

During Reading:

Read *Just Enough Carrots* to students.

While they are listening, students should be thinking whether they would like to have more or fewer of the items in the story.

After Reading:

Talk about same, fewer, and more.

What does it mean to have more of something?

What does it mean to have fewer of something?

What does it mean to have the same amount of something?

Give students fewer/same/more mats.

Give students counters to place on their mat showing same, fewer, and more.

We have 5 carrots. Show me 5 in the same box.

Have students count to be sure they have 5 in the same box.

Show me fewer than 5 in the fewer box.

Have students share how many they have in the fewer box, checking to be sure that it is less than 5.

Show me more than 5 in the more box.

Have students tell how many they put in the more box.

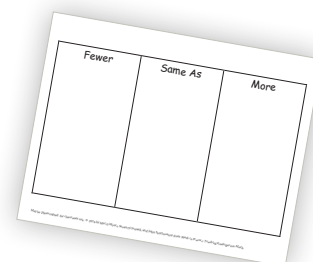
How do you know it is more?

Do more examples with counters, discussing students' responses to each.

Then, have students draw 6 of something (anything they'd like) in the Same section of their mat. Ask them to draw fewer than and more than 6 of that item in the other sections.

Review their drawings to assess their understanding of fewer and more.

If students have drawn too many or too few items, ask them to count the items to check their work.



Using a Balance to Compare

Students use a balance to compare numbers using greater than, less than, or equal to.

Each group of students will need a classroom balance and two sets of 10 connecting cubes in different colors for a total of 20 cubes.

Today we are going to use a balance to compare numbers.

Put 6 red cubes in one side and 3 blue cubes in the other side.

Watch as students place cubes.

What do you notice about the balance?

Why do you think the side with 6 cubes goes down?

Why do you think the side with 3 cubes goes up?

Look at the side with 6 red cubes. It is down because there are more cubes in that side.

When there are more cubes, we say the number 6 is greater than the number 3.

Students in kindergarten learn to use the phrases *greater than*, *less than*, and *equal to* but do not use the symbols $>$, $<$, or $=$ to compare numbers.

If students are not familiar with a balance, allow them time to play with it and the cubes so they can explore what happens when cubes are placed in each side.

It is important when comparing that students accurately count the cubes.

Connect to measurement, Module 10.

Students will need ongoing practice to use greater than, less than, and equal to compare numbers.

How can you use greater than to tell about the numbers 6 and 3?

There are more cubes on the side with 6 so 6 is greater than 3.

Look at the side with 3 blue cubes.

It is up because there are fewer cubes in that side.

When there are fewer cubes, we say the number 3 is less than the number 6.

Add less than to the word wall or Math Talk chart.

How can you use less than to tell about the numbers 3 and 6?

There are fewer cubes on the side with 3 so 3 is less than 6.

Have students remove the cubes from the balance.

Let's compare two other numbers.

Put 4 red cubes in one side and 9 blue cubes in the other side.

What happened to the balance?

Why did the side with 9 cubes go down?

Point to the words greater than on the word wall.

Use greater than to tell your partner about the numbers 9 and 4.

Listen as students talk with their partner.

How did you use greater than to compare 9 and 4?

There are more blue cubes so 9 is greater than 4.

Point to less than on the word wall.

Use less than to tell your partner about the numbers 4 and 9.

Listen as students talk with their partner.

How did you use less than to compare 4 and 9?

There are fewer red cubes so 4 is less than 9.

Have students remove the cubes from the balance.

Let's compare two other numbers.

Put 7 red cubes in one side and 7 blue cubes in the other side.

What happened to the balance?

Why didn't the balance go up or down?

Add equal to on the word wall or Math Talk chart.

How can you use equal to to tell about the numbers 7 and 7?

Yes, 7 is equal to 7.

When there are the same number of cubes, we say the number 7 is equal to the number 7.

Students continue to show other numbers in the balance and use greater than, less than, or equal to as they compare the numbers.

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Thinking Through a Lesson

Building Numbers on a Number Strip

Students build towers of cubes for each number on a 0–10 number strip to visualize that each counting number is 1 more than the number before it. They connect this idea to the concept of *more* as they transition to comparing quantities using numbers only.

Give pairs a large number strip (0–10) and connecting cubes.

We are going to make towers to show each of the numbers on your number strip.

How many cubes should we put on the 0? Why? (None because 0 means nothing.)

How many cubes should we put on the 1? Why? (1 cube to show 1.)

How many cubes should we put on the 2? Why? (2 means 2 cubes.)

Make towers to show all of the numbers on your number strip.

When they have finished, ask them to talk with their partners about what they notice about the number strip towers.

Then, have them share with the group.

What do you notice? (The towers get bigger from 0–10.)

How much bigger? (They get 1 cube bigger for every number.)

Does that make sense? Why or why not? (Yes, because you have more every time you count another number.)

Pose some comparison problems and have them look at the towers to solve them.

Which is more, 6 or 3? Explain. (6 is bigger.)

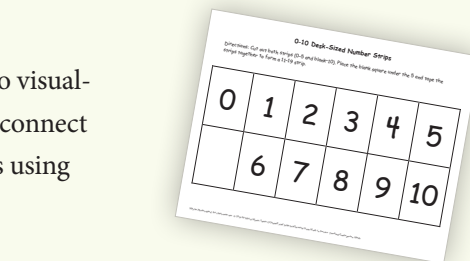
Which is more, 2 or 5? Explain. (5 is bigger.)

Which is more, 1 or 4? Explain. (4 is bigger.)

Focus on the term *more*. Ask students to tell you how they know which is more. They may use words (“It’s taller”) or refer to the towers placed side by side as they explain.

What do you notice about the numbers that are more than the others? (They are farther down the number strip.)

Do you need the towers to figure out which has more? (No, if it is after a number when you count then it is more.)



SMP4

SMP2

These initial questions allow us to see whether students understand the directions. After a couple examples done together, observe as students then work on representing the remaining numbers with towers.

SMP8

Listen for indications that students understand that each number is 1 more than the prior number. If they are simply saying they get bigger, ask for more precision with questions like, “What do you notice about the way they are getting bigger? What can you say that tells me exactly how much bigger the next number is?”

Focus students on the order of the numbers on the number strip. If needed, go back to the previous examples that students compared using their towers and look at the number strip for each. Have students place a transparent counter on each number on the strip and discuss the location of each number on the strip (Which is farther from 0, 6

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For students who need additional support, allow them to rebuild towers to visualize each number pair, then locate the numbers on the number strip. Have them place counters on the numbers on the strip and talk about which is more (or greater than) as they look at the placement of their counters.

Remove the towers, but leave the number strip.

Which is more, 7 or 3? How do you know? (7 because it is farther down the strip.)

We say that 7 is greater than 3.



This lesson bridges comparing sets of objects to comparing with numbers only. Students who are still having difficulty comparing sets of objects may need the support of counters or cubes as they move to the following lessons. Continue to connect the quantities in each set to a number line, or a hundred chart, to help students gain insight into how to compare numbers using their understanding of the counting sequence rather than counting the objects.

In previous activities, we compared how many cubes or bears, but now we are beginning to compare numbers. We say we have more cubes when we have 6 rather than 3, but when we talk about numbers, we say that 6 is greater than 3. We are comparing the values of the numbers. Use both words frequently as you compare: "There are more cubes in our tower of 6 than in our tower of 3. 6 is greater than 3."

SMP6

The symbols for greater than and less than are not introduced until first grade. Students in kindergarten are getting comfortable with the language of more and greater than, fewer and less than.

Record *greater than* on your word wall or Math Talk chart next to the word *more*.

Which is more, 3 or 5? How do you know? (5 because it is farther down the number strip.)

We say 5 is greater than 3.

Which is more, 1 or 6? How do you know? (6 because it is farther from 1 when we count.)

We say 6 is greater than 1.

In closing, have students turn and talk as you listen to their comments. Then, have some students share with the group.

How does using a number strip help you compare numbers? (You know that every number you say is 1 more, so if you look at the strip you can see which are more.)

How does knowing how to count help you compare numbers? (Because every time you say another number, it is 1 more.)

Variation: This lesson can be repeated with an emphasis on identifying towers with *fewer* cubes or the number that is *less than* the other.

These questions help determine which students have begun to see that the counting sequence helps them compare numbers. Many students require additional exposure to gain this insight.

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FORMATIVE ASSESSMENT

Option 1

Show students a group of counters in random configurations, such as a group of 7 and a group of 5 counters. Ask:

Which group has more?

Observe as the student works to count or arrange the counters.

Record observational notes of the student's work and responses.

When the student responds that 7 is more, ask:

How do you know? (Students might explain that 7 is more because when the cubes are lined up, 7 is longer to show more. Students might also have developed the insight that 7 is more because it is farther along in the counting sequence.)

Then ask:

Which group has less and why? (Students might explain that 5 is less because when the cubes are lined up, 5 is shorter to show less. Students might also have developed the insight that 5 is less because it is earlier in the counting sequence.)

If students are not able to identify which group is more or less and they do not line up the cubes to compare, suggest lining them up.

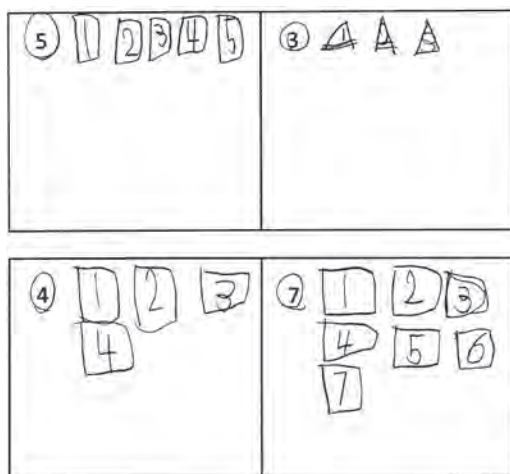
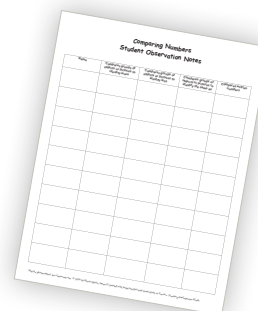
Option 2

Provide students with pairs of numbers and the following task:

Which number is greater?

Draw a picture to show each number. Circle the number that is greater.

They may touch and count each or line up the counters to compare.



This student correctly drew pictures to show the numbers but circled all of the numbers on the page rather than circling the number that is greater in each set.

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It's not clear if the student misunderstood the directions or could not identify the number that is greater. To reassess the student, have him count aloud the pictures he drew for each set of numbers. Tell the student to use a crayon to circle the number for the set that is greater. If needed, rephrase the question asking him to circle the group that has more items in it. If the student is not able to identify the set that is greater using the pictures, have the student use cubes to count and compare numbers.

Additional Ideas for Support and Practice

The following ideas extend students' understanding of comparing sets of objects and provide meaningful practice.

CUPS OF COUNTERS

Students practice comparing quantities with counters in cups.

Put a different number of counters in each of two cups (e.g., 3 in one cup and 5 in the other cup). Have students dump the cups and decide which cup has more. Have them explain how they know.

Did anyone count to help them decide? How did counting help?

Did anyone match counters to help them decide? How did matching help?

Have students draw the counters in each cup and circle the drawing that shows more.

Repeat with two different cups.



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Students work to compare numbers by lining up the counters. She has 5 counters and he has 2 counters. They will be able to see that 5 is greater than 2.

SCOOP AND COMPARE

Students practice comparing with an interactive task of scooping pom-pom balls.

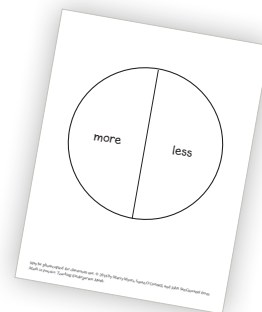
Prepare bowls (or bags) of large pom-pom balls with a scoop or ladle for each pair of students. Students can take a handful if scoops are not available.

Player A scoops out pom-poms and counts them. Player A will say, “I have ___ pom-poms.”

Player B scoops out pom-poms and counts them. Player B will say, “I have ___ pom-poms.”

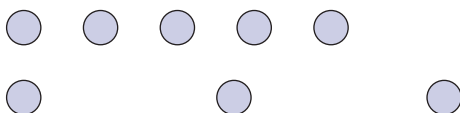
Players talk and decide who has more or less pom-poms, then spin the more/less spinner to see if the player with more or less wins!

Students place those pom-poms aside and scoop again. Continue play until all of the pom-poms are used.



TALK ABOUT IT/WRITE ABOUT IT

Jenny lined up counters to see which group had more. Was this a good way to line them up? Explain.



Ali had 4 crayons. Jamie had more than that. Draw a picture to show how many Jamie had. Label your picture with the number she had. Be ready to share. Is there more than one answer?

Draw a picture to show 8 is greater than 5.

Draw a picture to show 3 is less than 4.

Draw 6 balloons. Draw fewer than 6 balloons. Label the number of balloons you drew.

Draw 7 beach balls. Draw more than 7 beach balls. Label the number of beach balls you drew.

COUNT AND COMPARE CENTER

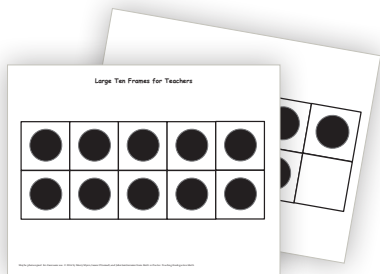
This center provides counting practice and practice writing numbers, as well as practice comparing numbers.

Place counters, tiles, bears, cubes, and so on of two different colors into bags.

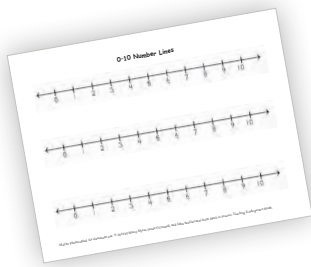
Students dump out the materials in each bag, compare them by matching and counting. Students then record the numbers using that color crayon (red for red counters or blue for blue counters), and circle the number that

is more.
Students then replace the materials in the bags and pick another pair of bags.

Having the students record their work in colors allows you to assess the accuracy of their counting because you know there were 5 green bears and 4 red bears or 6 purple cubes and 3 red cubes.



In their initial experiences, students compared sets of objects. Then they compared objects with number cards visible to show the quantity in each set. Numbers were recorded, but the objects were still present. Finally, the objects are removed and students compared quantities with numbers.



Use a laminated number line or place the number line in a transparent pocket so students can circle the numbers, make their decisions, and then wipe off the circles to start again. Record some of their ideas on the board.

Differentiation

Some students may need to compare the actual objects longer than others. Allow them to use materials, but also have them select number cards or write numbers to show each comparison.

ONE MORE FAST FLASH

Show students dots on a ten frame, and have them say the number that is 1 more.

When students have had ample experience with Fast Flash (see page 46), display a ten frame with 8 dots.

What number is 1 more than the number shown? (9.)

Add 1 more dot to the ten frame using another color to show 9.

Talk about how 9 is 1 more than 8, helping students understand that the next number in the counting sequence is 1 more.

Continue with other numbers showing 1 more.

Eventually, students should be able to say the number that is 1 more when the ten frame is shown.

COMPARING WRITTEN NUMERALS 1–10

Students have investigated comparing quantities with objects and drawings and are now transitioning to comparing numbers looking only at the numerals.

Number Line Circles SHOW IT!

Students circle numbers on a number line to see which is closer to or farther from 0.

Give students two bags of counters with 1–10 counters in each bag.

Have them count the number of counters in each bag and circle the numbers on a number line.

Which bag has more counters? How do you know?

Were you able to tell which had more by looking at the number line? How?

How do you know that the number of counters that is farther to the right is more?

Add some ideas using a think-aloud method if no one suggests it.

I was thinking the numbers get smaller the closer I get to 0.

I was thinking the numbers get larger the closer I get to 10.

I was thinking that the bigger number is farther from 0. What do you think about that? Talk with your partner about it.

To bring the lesson to a close, use the laminated number lines and dry erase markers.

Your first 2 numbers are 5 and 2.

Draw a circle around the number that is more and underline the number that is less. Explain.

Repeat with additional sets of numbers.

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Target Number

Students use a target number and their understanding of more and less to compare quantities. This activity works well with a whole class.

Shuffle a set of large 0–10 cards (or use number cards displayed on an interactive whiteboard).

We have compared numbers using pictures and objects. Today we are going to compare numbers using number cards.

What words or phrases do we use when we compare numbers?

We are going to use greater than and less than to compare numbers to a Target Number.

Write *Target Number* on the board. To the left, write *Less Than*. To the right, write *Greater Than*.

Draw a card from the deck.

What number do I have? (6.)

6 is our Target Number.

Place 6 on the board under *Target Number*.

Have a student come up and select the next card.

Bobby picked the number 9. Our Target Number is 6. Is 9 greater than or less than 6? Where does 9 go on the board? Turn and talk to your partner and be ready to tell me where to place it and why.

Listen as students share with partners, and then have a student tell where it should go and why.

Do you agree? Does anyone have a different idea?

Allow students to question and share their ideas about whether 9 is greater than or less than 6.

Refer to the class number line or hundred chart to help students see that 9 comes after 6 when counting so it is greater than 6.

Let's pick another number card.

Have a student come up and select the next card.

Sarah picked the number 3. Is 3 greater than or less than our target number 6? Where does 3 go on the board? Talk to your partner and be ready to tell me where to place it and why.

Allow students to question and share their ideas.

Why is 3 less than 6? How do you know?

Continue having students draw cards from the deck and sorting as greater than or less than the Target Number.

This activity can continue over several days with different Target Numbers.

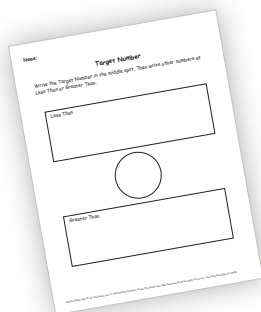
When 10 is the Target Number, ask students why all numbers in the deck are less than 10. What numbers could you write that are greater than 10?

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This activity can become a center using smaller number cards and the Target Number recording sheet.

Students draw a card and record the number in the Target Number Spot. As they pick numbers, they write the numbers in the Less Than box or Greater Than box.



FORMATIVE ASSESSMENT

Students are given pairs of numbers cards.

They hold the greater number up in the air and the number that is less is held lower. (For example, give students cards with 8 and 3 on them. Students will hold up the number 8 and the number 3 will be lower.)

Record student responses on the Observational Notes page.

If students are not able to compare the quantities by looking at the numbers, put out counters to show the numbers 8 and 3.

Then ask which number is greater and which number is less.

Have students tell you why 8 is greater and 3 is less to assess whether they understand what *greater* and *less* mean.

Additional Ideas for Support and Practice

The following ideas extend students' understanding of comparing numbers to 10 and provide meaningful practice.

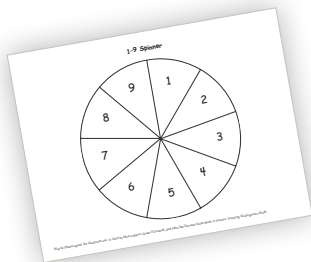
TALK ABOUT IT/WRITE ABOUT IT 🗣️📝

Use the following as discussion starters:

Jay has 6 apples. Does he have more than 5? How do you know?

Maddie says 9 stickers is more than 7. Is she right? How do you know?

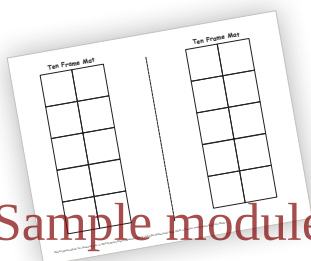
Students can draw or write to show that one number is more than or less than another.



SPIN AND SHOW 1 MORE 🗣️

Partners practice showing 1 more.

Materials: 1–9 spinner for the pair; a ten frame and two colors of counters for each student



Player A spins the spinner and uses one color of counters to show the number he spun on the ten frame. He says, "I have 6; 1 more is 7," and places 1 counter of a different color on his ten frame. Player B takes a turn following the same process.

After both players have shown their number, they compare frames. The player with the higher number wins that round.

Continue play.

COMPARE THE CARDS

This small-group activity provides practice in comparing numbers.

Have a stack of 1–10 cards.

Pull two cards.

Which is more/greater? How do you know?

Which is less? How do you know?

Allow students to use a number line, if needed.

Ask students to draw a model of each number to justify their answer.

ROLL AND COMPARE

This center or partner practice activity involves rolling dice and comparing numbers.

Students work with partners and take turns rolling a 1–6 number cube or a 0–9 ten-sided die (dependent on students' level of experience).

Partners record the numbers and a model of each die or cube in their math journals or on paper, then circle the number that is less (or more, whatever you designate).

Then, players roll and start again.

WHICH NUMBER IS GREATER?

This two-player interactive game can be used in centers or for partner practice. It is similar to the traditional card game War.

Materials: two sets of number cards 0–10 (22 cards in the deck)

Shuffle the deck and place it facedown between the students.

Player A draws a card and turns it over.

Player B draws a card and turns it over.

The player with the greater number says, “ ____ is greater than ____,” and takes the two cards.

If the cards turned over are equal, players can turn another set of numbers to determine who gets the cards.

Play continues until all cards are drawn from the deck.

The player with the most cards is the winner. Then cards are shuffled and the game starts again.

Vocabulary

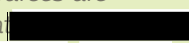
balance	greater than
compare	less than
count	match
equal to	more than
fewer than	same as

General Resources

Additional Problems
Comparing Numbers
Student Observation Notes
Large Ten Frames for Teachers
Number Cards 0–10
Number Lines 0–10
Number Strip
Ten Frame Mats

Resources for Specific Activities

1–9 Spinner
Fewer/Same/More Mat Template
More/Less Spinner
Target Number Recording Sheet
Which Number Is Greater? Sheet

These resources are available at 

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