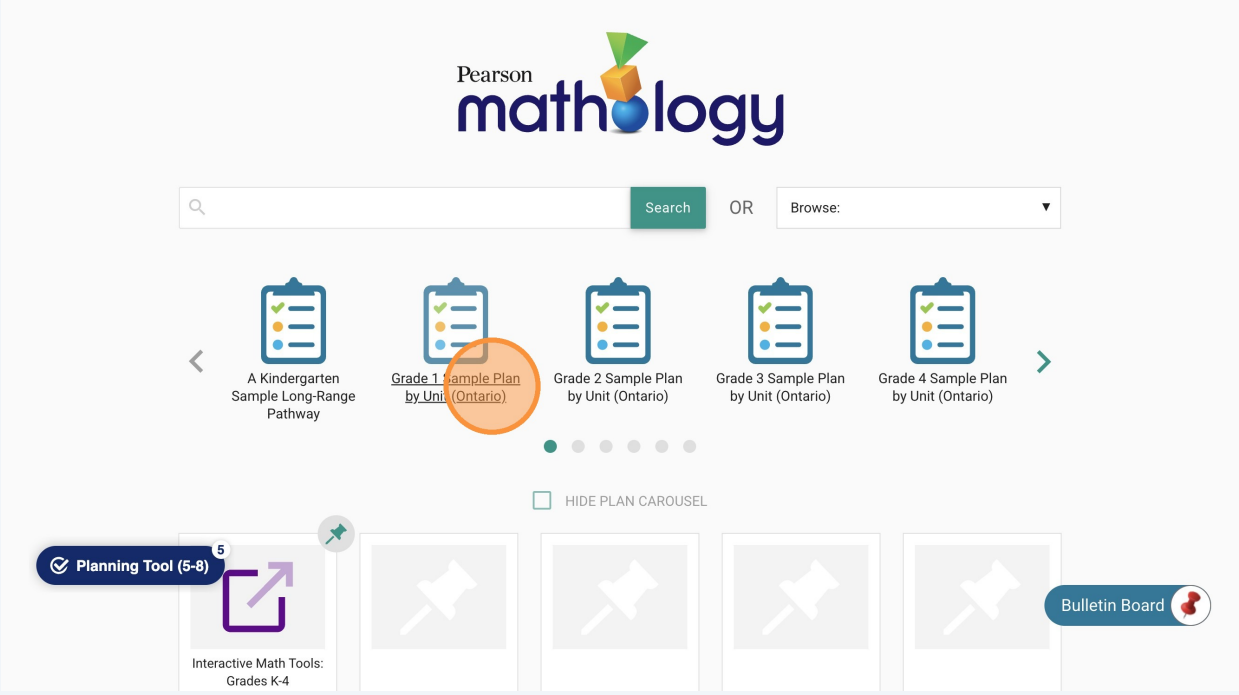


# Teaching: Print Lessons (Gr 1-2)

Learn how to quickly print math lessons . This guide walks you through accessing and printing specific lesson plans, ensuring you can have physical copies for your classroom.

1 Click a grade 1 or 2 sample plan







## 2 Click a unit


### Section 1: Plan Contents

Interactive Math Tools	0/2	>
Patterning & Algebra: Investigating Repeating Patterns (Sept.)	0/7	
Patterning & Algebra: Creating Patterns (Sept.)	0/6	
Number: Counting (Oct.)	0/7	
Number: Spatial Reasoning (Oct.)	0/5	
Number: Comparing and Ordering (Oct.)	0/8	
Number: Skip-Counting (Nov.)	0/6	
Number: Composing and Decomposing	0/12	
<b>Planning Tool (5-8)</b>	5	
Geometry: 2-D Shapes (Dec.)	0/8	
Geometry: 3-D Solids (Dec.)	0/8	


### Section 2: Lessons & Resources









Interactive Math Tools		
	Interactive Math Tools: Grades K-4	 FAVOURITE
	Bulletin Board	 FAVOURITE

## 3 Click a lesson



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[Favourites](#)
[Plan](#)
[Analytics](#)
[Buy Now](#)
[Help](#)

 Kim Mastromartino

Geometry: 3-D Solids (Dec.) 0/8	 <p><b>Cats and Kittens: teacher guide</b></p> <p>The playroom at the animal shelter is full of cute cats and kittens. Will they all find homes? Cats and Kittens! offers children opportunities to count back to find out how many cats and kittens are left determine how many more or less a quantity...</p> <p>TAGS: <a href="#">Grade 1</a> <a href="#">Little Book</a> <a href="#">Number</a></p>	 FAVOURITE
Measurement: Comparing Objects (Jan.) 0/10	 <p><b>9 Comparing and Ordering: Comparing Sets Concretely (Ontario)</b></p> <p>This activity focuses on comparing two sets from 20 to 50 concretely. Students first work together to generate working definitions of the terms more, fewer, and same. Then, in pairs, students take counters from a bag of 20 to 50 and decide whether one...</p> <p>TAGS: <a href="#">Grade 1</a> <a href="#">Activity</a> <a href="#">Number-9</a></p>	 FAVOURITE
Measurement: Time (Jan.) 0/3	 <p><b>10 Comparing and Ordering: Comparing Sets Pictorially (Ontario)</b></p> <p>This activity focuses on comparing two sets to 20 pictorially. Students initially suggest strategies for counting and comparing two sets of bananas depicted on cards. Then, in pairs, each student turns over a banana card and they work together to decide...</p> <p>TAGS: <a href="#">Grade 1</a> <a href="#">Activity</a> <a href="#">Number-10</a></p>	 FAVOURITE
Number: Operational Fluency (Feb.) 0/15	 <p><b>11 Comparing and Ordering: Comparing</b></p>	

## 4 Click "Lesson" tab

The screenshot shows the Mathology website interface. At the top, there is a search bar and navigation links for Home, Favourites, Plan, Analytics, Buy Now, and Help. The user's name, Kim Mastromartino, is displayed in the top right. The main header area is dark blue with a white arrow pointing left and a red heart icon. The title of the activity is '9 Comparing and Ordering: Comparing Sets Concretely (Ontario)'. Below the title, there are four tabs: ABOUT, LESSON (which is highlighted with an orange circle), ASSESSMENT, and DIFFERENTIATED SUP... The 'About this lesson' section contains a paragraph describing the activity, a table with 'ACTIVITY TIME' (45-50 min) and 'GROUP SIZE' (Pairs), and a 'Content Background' dropdown menu. The 'Focus' section is also visible.

**Professional Learning** X

**Learning Highlights: Comparing Sets Concretely**

**Learning Connections: Number - Relationships**

## 5 Scroll to bottom of lesson and click teacher lesson card

The screenshot shows the bottom portion of the lesson page. It features a 'Questions' section with a blue background and white text. Below that is a 'Learning Highlights' button. The 'Images' section displays several resource cards, including 'Comparing Sets Concretely', 'Helping Students to Progress with the Right Number and Multiplier', and 'Ten-Frames'. There is also an image of a corkboard with red and yellow counters. At the bottom, there is a 'Planning Tool (5-8)' button and an 'Interactives' section with a description: 'Use the Counters Tool in front of the class to compare two sets of up to 20 counters. Click the Show Another Way'.

**Learning Highlights: Comparing Sets Concretely**

**Learning Connections: Number - Relationships**

## 6 Click "print"

**FOCUS:** Comparing two sets to 20 concretely

**ACTIVITY TIME:** 45–50 min

**GROUP SIZE:** Pairs

**PROCESSES/COMPETENCIES:** Mental Mathematics, Reasoning and Proving, Problem Solving, Visualizing, Critical Thinking, Communicating

**MATERIALS**

- Bags of 20 to 50 counters (one per student)
- Multi-Use Card 1: Ten-Frames
- Master 27: More/Fewer Cards
- Master 28: Assessment

**BIG IDEAS**

- Numbers tell us how many and how much.
- Numbers are related in many ways.

**INSTRUCTIONS**

**Before**

Discuss the language used to compare quantities. As a class, generate working definitions of the terms *more*, *fewer*, and *same*. Display two sets of objects and have students use this language to compare the sets. Repeat with two different sets, one with objects close together and the other with objects spread apart.

**What to Do (10–15 min)**

**Note:** Give each pair two bags of 20 counters and a set of more/fewer cards (Master 27). Have ten-frames (Multi-Use Card 1) available. As students are ready, add counters to the bag for sets up to 50.

- Place the set of more/fewer cards face down in a pile. Each of you take some counters out of your bag and arrange them on the table so they are easy to count.
- Decide if your partner has more or fewer counters on the table than you.
- Turn over the top card. If you turn over "More," whoever has more counters wins. If you turn over "Fewer," whoever has fewer counters wins. If both of you have the same number of counters, nobody wins.
- Use math words to compare sets: "8 is more than 6 and 6 is less than 8."
- Put your counters back in the bag. Continue to play until all cards have been used.

**How to Differentiate**

**Accommodations:** Provide students with bags of 10 counters.

**Extension:** Students decide how many more/fewer counters they have.

**Combined Grades Extension:** Students start with bags of 50 counters. Students decide how many more/fewer counters they have.

**CONSOLIDATION**

- Have students share the strategies they used to compare sets of counters. Show sets of 8 counters spread out and 12 counters close together. Have students decide which set has more and explain how they know. Repeat with a set of 8 larger objects and 12 smaller objects. Help students see that the size and arrangement of the objects doesn't matter.

**Highlight for Students**

- Sets can be compared to determine more, fewer, or the same.
- When comparing sets, the size and arrangement of the objects do not matter.

**WHAT TO LOOK FOR**

- Are students able to accurately count the counters?
- How do students compare the sets to determine which has more (e.g., perceptually, one-to-one matching, counting, using number relationships)?
- Are students able to compare sets when they are quite different in size, but struggle when they are similar in size?
- Do students understand "fewer" and "more"? Do they use math language to compare the sets (e.g., 8 is more than 6)?

**PROBING QUESTIONS**

- How many counters do you have? How many does your partner have?
- How did you decide who had more/fewer?
- Does it matter if the counters are spread out or close together?
- What could you do to make the sets have the same number of counters?

Use the Counters Tool in front of the class to compare two sets of up to 20 counters. Click the *Show Another Way* button until the quantity on each side of the workspace is not displayed. Drag different numbers of counters to each side (no more than 20). Ask students to decide which side has more/fewer. Have volunteers share how they

## 7 Click "keyboard\_arrow\_right"

**Number**

**Comparing and Ordering: Comparing Sets Concretely**

**ACTIVITY 9** **GRADE 1**

**FOCUS:** Comparing two sets to 20 concretely

**ACTIVITY TIME:** 45–50 min

**GROUP SIZE:** Pairs

**PROCESSES/COMPETENCIES:** Mental Mathematics, Reasoning and Proving, Problem Solving, Visualizing, Critical Thinking, Communicating

**MATERIALS**

- Bags of 20 to 50 counters (one per student)
- Multi-Use Card 1: Ten-Frames
- Master 27: More/Fewer Cards
- Master 28: Assessment

**BIG IDEAS**

- Numbers tell us how many and how much.
- Numbers are related in many ways.

**INSTRUCTIONS**

**Before**

Discuss the language used to compare quantities. As a class, generate working definitions of the terms *more*, *fewer*, and *same*. Display two sets of objects and have students use this language to compare the sets. Repeat with two different sets, one with objects close together and the other with objects spread apart.

**What to Do (10–15 min)**

**Note:** Give each pair two bags of 20 counters and a set of more/fewer cards (Master 27). Have ten-frames (Multi-Use Card 1) available. As students are ready, add counters to the bag for sets up to 50.

- Place the set of more/fewer cards face down in a pile. Each of you take some counters out of your bag and arrange them on the table so they are easy to count.
- Decide if your partner has more or fewer counters on the table than you.
- Turn over the top card. If you turn over "More," whoever has more counters wins. If you turn over "Fewer," whoever has fewer counters wins. If both of you have the same number of counters, nobody wins.
- Use math words to compare sets: "8 is more than 6 and 6 is less than 8."
- Put your counters back in the bag. Continue to play until all cards have been used.

**How to Differentiate**

**Accommodations:** Provide students with bags of 10 counters.

**Extension:** Students decide how many more/fewer counters they have.

**Combined Grades Extension:** Students start with bags of 50 counters. Students decide how many more/fewer counters they have.

**CONSOLIDATION**

- Have students share the strategies they used to compare sets of counters. Show sets of 8 counters spread out and 12 counters close together. Have students decide which set has more and explain how they know. Repeat with a set of 8 larger objects and 12 smaller objects. Help students see that the size and arrangement of the objects doesn't matter.

**Highlight for Students**

- Sets can be compared to determine more, fewer, or the same.
- When comparing sets, the size and arrangement of the objects do not matter.

**WHAT TO LOOK FOR**




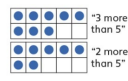
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- Are students able to compare sets when they are quite different in size, but struggle when they are similar in size?
- Do students understand "fewer" and "more"? Do they use math language to compare the sets (e.g., 8 is more than 6)?

**PROBING QUESTIONS**

- How many counters do you have? How many does your partner have?
- How did you decide who had more/fewer?
- Does it matter if the counters are spread out or close together?
- What could you do to make the sets have the same number of counters?

## 8 Click "print" for other items found in the images

**What You Might See/Hear and Next Steps**

Counting Sets Behaviours/Strategies			
<p>Student mixes up the number sequence when counting counters.</p> <p>"1, 2, 3, 5, 7, 8, 10"</p> <p><b>Next Step</b> When counting a set, provide student with a number line. Student places each counter under the corresponding number on the line and says the number. Student may also need additional practice learning each number name.</p>	<p>Student says number word in between "touches," or does not say one number word for each counter counted.</p> <p><b>Next Step</b> When counting a set, have student drop each counter into a cup as he or she says the number word. The number said tells how many counters are in the cup. Or have student collect groups of objects in the classroom (e.g., 7 pencils).</p>	<p>Student loses track of the count, misses counters in the count, or counts counters more than once.</p>  <p>"3, 4"</p> <p><b>Next Step</b> Provide a ten-frame for student to move objects into as they are counted.</p>	<p>Student thinks the number of objects in a set is different when the objects are rearranged or counted in a different order.</p> <p>Starting Point</p>  <p>"How many?" "2"</p> <p><b>Next Step</b> Have student count multiple times, using different starting points and/or rearranging the set. Emphasize that the last number said tells how many are in the set.</p>
Comparing Sets Behaviours/Strategies			
<p>Student compares the sets using one-to-one matching.</p>  <p><b>Next Step</b> Work with student to compare small sets by counting each set. Then compare the numbers using a number line. Or, compare the sets by placing the counters in double ten-frames.</p>	<p>Student compares the sets using counting.</p> <p>"1, 2, 3, 4, 5" "1, 2, 3, 4, 5, 6, 7"</p> <p><b>Next Step</b> Encourage student to use number relationships to compare. For example, student could use ten-frames to relate each set to the anchor of 5 or 10, then compare.</p>	<p>Student uses number relationships to compare sets.</p>  <p>"3 more than 5" "2 more than 5"</p> <p><b>Next Step</b> Encourage student to compare sets using mental strategies (e.g., visualizing ten-frames, number lines, hundred charts).</p>	<p>Students use mental strategies to compare sets (e.g., visualizing ten-frames).</p> <p><b>Next Step</b> Encourage student to decide how many more/fewer counters are in one set than the other.</p>




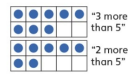
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Use the Counters Tool in front of the class to compare two sets of up to 20 counters. Click the **Show Another Way** button until the quantity on each side of the workspace is not displayed. Drag different numbers of counters to each side (no more than 20). Ask students to decide which side has more/fewer. Have volunteers share how they

## 9 Click "close"

**Number**      **Helping Students to Progress**      **ACTIVITY 9**      **GRADE 1**

**What You Might See/Hear and Next Steps**

Counting Sets Behaviours/Strategies			
<p>Student mixes up the number sequence when counting counters.</p> <p>"1, 2, 3, 5, 7, 8, 10"</p> <p><b>Next Step</b> When counting a set, provide student with a number line. Student places each counter under the corresponding number on the line and says the number. Student may also need additional practice learning each number name.</p>	<p>Student says number word in between "touches," or does not say one number word for each counter counted.</p> <p><b>Next Step</b> When counting a set, have student drop each counter into a cup as he or she says the number word. The number said tells how many counters are in the cup. Or have student collect groups of objects in the classroom (e.g., 7 pencils).</p>	<p>Student loses track of the count, misses counters in the count, or counts counters more than once.</p>  <p>"3, 4"</p> <p><b>Next Step</b> Provide a ten-frame for student to move objects into as they are counted.</p>	<p>Student thinks the number of objects in a set is different when the objects are rearranged or counted in a different order.</p> <p>Starting Point</p>  <p>"How many?" "2"</p> <p><b>Next Step</b> Have student count multiple times, using different starting points and/or rearranging the set. Emphasize that the last number said tells how many are in the set.</p>
Comparing Sets Behaviours/Strategies			
<p>Student compares the sets using one-to-one matching.</p>  <p><b>Next Step</b> Work with student to compare small sets by counting each set. Then compare the numbers using a number line. Or, compare the sets by placing the counters in double ten-frames.</p>	<p>Student compares the sets using counting.</p> <p>"1, 2, 3, 4, 5" "1, 2, 3, 4, 5, 6, 7"</p> <p><b>Next Step</b> Encourage student to use number relationships to compare. For example, student could use ten-frames to relate each set to the anchor of 5 or 10, then compare.</p>	<p>Student uses number relationships to compare sets.</p>  <p>"3 more than 5" "2 more than 5"</p> <p><b>Next Step</b> Encourage student to compare sets using mental strategies (e.g., visualizing ten-frames, number lines, hundred charts).</p>	<p>Students use mental strategies to compare sets (e.g., visualizing ten-frames).</p> <p><b>Next Step</b> Encourage student to decide how many more/fewer counters are in one set than the other.</p>

# 10 Choose images to print

The screenshot shows the mathology website interface. At the top, there is a search bar with the text "Search..." and a navigation menu with options: Home, Favourites, Plan, Analytics, Buy Now, and Help. The user's name "Kim Mastromartino" is visible in the top right corner. Below the search bar, there is a "Learning Highlights" button. The main content area is titled "Images" and displays three thumbnails: "Comparing Sets Concretely", "Multi-Step Card 1 Ten-Frames", and "Fewer". Below these thumbnails is a larger image showing a workspace with red and yellow counters and a sign that says "Fewer". To the right, there is a "Professional Learning" sidebar with two items: "Learning Highlights: Comparing Sets Concretely" and "Learning Connections: Number - Relationships".

# 11 Click "print"

The screenshot shows a close-up of the "Fewer" interactive tool. It features two identical ten-frame grids, each consisting of two rows of five cells. The top grid is currently empty. Below the grids, there is a "Planning Tool (5-8)" button. In the bottom right corner, there is a print icon (a printer symbol) highlighted with an orange circle. The background shows a blurred view of the website's sidebar and navigation elements.

12 Click "close"

The screenshot shows a web browser window with the mathology logo in the top left. The navigation bar includes Home, Favourites, Plan, Analytics, Buy Now, and Help. The user's name, Kim Mastromartino, is in the top right. A search bar is located below the navigation bar. The main content area features a blue banner with the text "Multi-Use Card 1" and a yellow banner with the text "Ten-Frames". Below the banners are two identical empty ten-frame grids, each consisting of two rows of five squares. A close button (an 'X' in a circle) is circled in orange in the top right corner of the card. The background shows a sidebar with "Learning Highlights" and "Learning Connections" sections.