

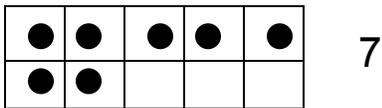
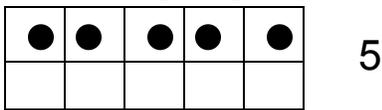
Jessica Sheffield

Identify and compare quantities of objects and numerals

Standard K.CC.6. Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.

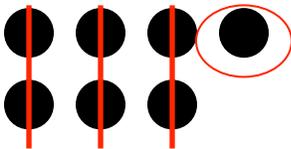
Key Elements: This offers students visuals and helps them see that numbers are representing an amount. Students do not need to know the greater than or less than sign. They need to understand the concept of “greater than”, “less than” or “equal to”.

Comparing as groups with 10 frame:

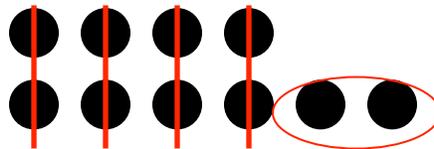


Students need to be able to identify which group has more, less or equal to another group.

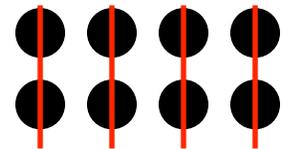
Drawing lines connecting matching circles will help them see the extras.
By seeing the extras, they can identify more, less and equal.



Top group is greater
because it has 1 extra.

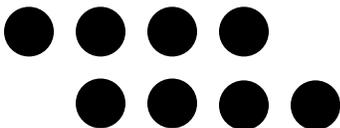


Bottom group is greater
Because it has 2 extras.



They are the same.
No extras.

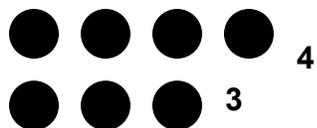
Students need to learn that even though a group appears to have more (because it looks like extras sticking out), that may not be correct. They will need to count.



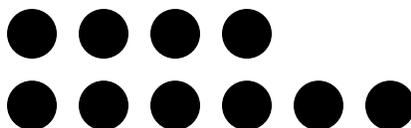
Looks like 1 extra.
Both have 4 –equal.

Next they need to know how to count the objects using the count sequence, and identify which is greater by knowing it is farther along in the counting sequence.

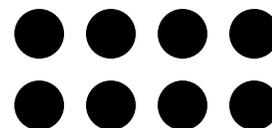
Comparing as groups in lines:



4 is greater than 3



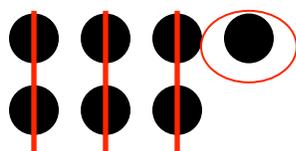
4 is less than 6



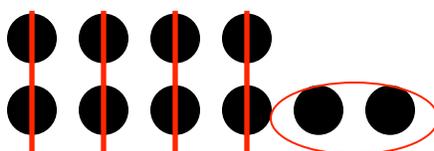
4 is equal to 4

Drawing lines connecting matching circles will help them see the extras.

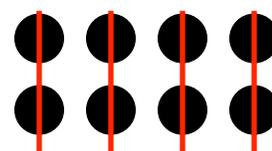
By seeing the extras, they can identify more, less and equal.



4 has 1 more than 3



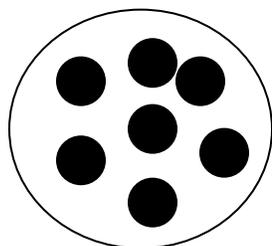
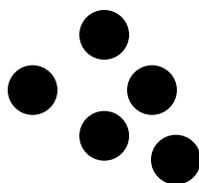
4 has 2 less than 6



they are the same

Comparing as groups in cluster:

Circle the group that is greater



This understanding helps them in 1st grade where they will be expected to add/subtract in comparing situations. (find how many more, how many less instead of just which is less/more.)