

Core Content

Cluster Title: Compare numbers.

Standard 6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹

¹Include groups with up to ten objects.

MASTERY Patterns of Reasoning:

Conceptual:

Students will understand that a group with more is bigger than a group with less.

Students will understand that groups with the same number are equal.

Students will understand “more than,” “greater than,” “less than,” “fewer,” and “equal.”

Procedural:

Students can count out groups of greater, lesser, or equal quantities.

Students can make groups with greater, lesser, or equal quantities.

Students can identify which group has greater, lesser, or equal quantities.

Students can identify how many objects are in each group.

Students can tell which group has more objects.

Students can tell which group has fewer objects.

Students can tell which groups have the same number of objects.

Representational:

Students can draw greater, lesser, or “equal to” sets.

Students can make groups of objects that represent greater, lesser or equal quantities.

Students can make a group that has one more or one less.

Supports for Teachers

Critical Background Knowledge

Conceptual:

Students will understand the concept of number for numerals 1-10.

Students can count with one-to-one correspondence.

Students will understand the relationship of numbers to quantities.

Students will understand the cardinality of a group of objects (e.g., if I count 6 objects, then 6 is the cardinal number.)

Procedural:

Students can count a set of objects.

Students can use one-to-one correspondence.

Students can recognize bigger and smaller groups.

Students can count with one-to-one correspondence.

Representational:

Students can draw a number of objects for numerals 1-10.

Students can count objects with one-to-one correspondence from 1-10.

Academic Vocabulary and Notation

more, less, fewer, same, equal, greater than, less than, most, least

Instructional Strategies Used		Resources Used	
<p>Working with a partner, students each turn over a number card. They state who has more and who has less. "Eight is more than 5." If they have the same number, they say, "Three is equal to 3," and clap hands.</p> <p>Top It! It's war, but whoever has the "more" number gets to keep both cards. If they are the same, students turn over 2 more cards and determine who has more again. The "winner" keeps all the cards.</p> <p>Students will draw a picture of a domino and circle the number of pips (dots) that is more/less dependent upon the teacher's instructions. Use dot dice with partners and identify who has more, less or equal. Use tally marks to keep score.</p>		<p>Hoban, Tara. <i>More, Fewer, Less</i>. Greenwillow Books, 1998.</p> <p>Hutchins, Pat. <i>The Door Bell Rang</i>. Greenwillow Books, 1989.</p> <p>McKissick, Fred. <i>A Million Fish... More or Less</i>. Dragonfly Books, 1996.</p> <p>Richardson, Kathy. <i>Developing Number Concepts, Book 1: Counting, Comparing, and Patterns</i>. Math Perspectives.</p> <p>http://illuminations.nctm.org/ActivitySearch.aspx</p>	
Assessment Tasks Used			
<p>Skill-Based Task:</p> <p>Show the students two groups of cubes and have them identify which group has more and which group has less.</p> <p>Show the students a pictograph and have them identify with group is greater, which group has fewer, and which groups are the same.</p>		<p>Problem Task:</p> <p>Jim has 3 dogs. Marci has 2 dogs. Who has the most dogs? Use a picture or number sentence to show how you came up with the answer.</p> <p>Hyrum has 7 gumballs. Lucy has 6. Mario has 7. Which students have the same number of gumballs? Justify your answer with a picture, with objects, or in writing.</p> <p>Janice ate 4 cookies. Sasha ate 9 cookies. Which child ate fewer cookies? Show how you came up with your answer using objects, a picture, or writing.</p>	